



Trinity Oaks
CofE Primary School

Relationships, Sex and Health Education Policy

Our Vision

To provide the highest possible quality of education supported by a caring Christian ethos

Staff responsible:	Phil Stockwell
Committee responsible:	Children and Learning
Status:	Statutory
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Through our Relationships, Sex and Health Education Policy, we will promote the school vision and develop equality and justice. We aim to ensure that the unique gifts, wellbeing and potential of every child are fulfilled. Through Trinity Oak’s implementation of this curriculum, we will be respectful of the faith, beliefs and contexts of children’s families, engaging with parents and carers. Children’s safety and wellbeing is paramount.

We will do this by:

- Developing children’s social, cultural, emotional and relationships as well as diversity and personal identity
- Developing a school community where unity and positive attitudes towards diversity is celebrated
- Ensuring that we work in close partnership with parents, carers and other stakeholders to tackle bullying based on race, religion, gender, disability, sexuality or poverty
- Ensuring that our school values are embedded and part of the ethos and school life

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1. Aims

The aims of Relationship, Sexual and Health Education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities
- Help pupils to reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up
- Help pupils develop feelings of self-respect, confidence and empathy
- Pupils will learn to respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prevent and tackle bullying

2. Statutory requirements

Relationships and Health Education is statutory, with the DfE highlighting clear outcomes that all pupils should know by the end of primary school. Relationships Education can include LGBT relationships and this will be carefully considered and integrated into the curriculum. At the point where schools consider it appropriate to teach pupils about LGBT, they will ensure this is done appropriately and that all pupils understand the importance of equality and respect.

Sexual Education is not compulsory with RSHE lessons and parents can choose to withdraw children from these sessions. The Sexual Education covered in PSHE is similar to the Human Reproduction covered within the Science National Curriculum. As a school, children are strongly advised to have the opportunity to explore important themes in the safety of the classroom where they can discuss Sexual Education in a supportive and open environment

When primary schools teach RSHE, they must have regard to DfE guidance on Sex and Relationships Education (Relationships Education, Sex Education and Health Education, September 2021), Advice for head teachers, staff and governing bodies, (July 2013), Drug and Alcohol Education (DfE and ACPO drug advice for schools: Advice for local authorities, head teachers, school staff and governing bodies, September 2012), safeguarding (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote Trinity Oaks Relationships and Sex Education Policy to be reviewed Summer 2024

the welfare of children, March 2013 and Keeping Children Safe in Education, 2015)) and equality (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised February 2013).

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
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 attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSHE involves a combination of sharing information, and exploring issues and values.

RSHE is not about the promotion of sexual activity.

5. Delivery of RSE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE). RSHE lessons are delivered through the Jigsaw curriculum, which includes lessons on all aspects of compulsory Relationships and Health Education, designed in a sensitive, spiral, age-appropriate curriculum.

5.1 Jigsaw Content (see appendix 1 & 2 for content and structure)

Jigsaw covers all areas of PSHE for the primary phase, as shown in appendix 1. Jigsaw also covers all areas of Relationships, Sexual and Health Education, as shown in appendix 2.

5.2 Objectives/Pupil learning intentions

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

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- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

6. Roles and responsibilities

6.1 The governing board

The governing board will approve the RSHE policy, and hold the headteacher to account for its implementation. The governing board will hold the headteacher to account for the implementation of this policy. The governing board has delegated the approval of this policy to resources committee.

6.2 The Headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSHE (see section 7).

6.3 Staff

Staff are responsible for:

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

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

6.4 Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

7. Parents' right to withdraw

Parents' have the right to withdraw their children from the non-statutory components of RSHE; Sex Education in Year 6.

Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from these sessions.

8. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar. The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

9. Monitoring arrangements

The delivery of RSE is monitored by the PSHCE coordinator through:

- Learning walks
- Lesson observations
- Pupil voice
- Questionnaires
- Teacher evaluation

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by PSHE coordinator every year. At every review, the policy will be approved by the governing board or resources committee.

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Appendix 1

Whole School Overview

“At Trinity Oaks C of E Primary School we have a due regard for our duties under the Equality Act 2010. We will ensure that we; eliminate discrimination, advance equality of opportunity and foster good relations in all areas of School life.”

Term	Puzzle Name	Content
Autumn 1	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
Spring 2	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2	Changing Me	Includes Relationship, Sexual and Health Education in the context of looking at change

Appendix 2

Jigsaw RSHE Content - The grid below shows specific RSHE lessons linked to Puberty and Human Reproduction within the 'Changing Me' Puzzle. The learning intentions for each year group are outlined below as well as the corresponding animations for each session. The lessons in **red** are the sessions relating to Sexual Education that children can be withdrawn from with parental permission, following discussion with the headteacher.

Year Group	Piece Number and Name	Lesson focus
Foundation Stage	Piece 3 Growing up	How have we changed since we were babies?
1	Piece 3 My changing Body	Understanding that growing and changing is natural and happens to everybody at different rates.
	Piece 4 Boys' and Girls' Bodies	Appreciating the parts of the body that make us different and using the correct names for them.
2	Piece 4 Boys' and Girls' Bodies	Differences between boys and girls – How do we feel about them? What parts of me are private?
3	Piece 3 Outside body changes	How our bodies need to change so they can make babies when we grow up -outside changes and how we feel about them.
	Piece 4	How our bodies need to change so they can make babies when we grow up -inside changes and how we feel about them. (Animations A and E – Female and Male Reproductive System)

	Inside body changes	
4	Piece 2 Having A Baby A (alternative lesson)	Understand what responsibilities there are in parenthood and the joy it can bring
	Piece 3 Girls and Puberty	How a girl's body changes so that she can have a baby when she's an adult – including menstruation. (Animation A – Female Reproductive System 9-11)
5	Piece 2 Puberty for Girls	Physical changes and feelings about them – importance of looking after yourself (Animation A – Female Reproductive System 9-11)
	Piece 3 Puberty for Boys	Developing understanding of changes for both sexes – reassurance and exploring feelings (Animation E – Male Reproductive System 7-9)
	Piece 4 Conception (Sexual Education)	Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life (Animation H – The Male Reproductive System 9-11)
6	Piece 2 Puberty	Consolidating understanding of physical and emotional changes and how they affect us (Animation A – Female Reproductive System 9-11. Animation G – Male Reproductive System 9-11)
	Piece 2 continued Girl Talk/Boy Talk	A chance to ask questions and reflect (single sex)

	<p>Piece 3</p> <p>Babies – Conception to Birth (Sexual Education)</p>	<p>The story of pregnancy and birth. (Animation H – The Male Reproductive System 9-11)</p>
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The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 and schools (DfE 2014b).

Schools have a legal duty to promote equality (Equality Act 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassign

Links with other policies:

RE policy

Collective worship