



BRINKWORTH EARL DANBY'S CE PRIMARY SCHOOL

Serving the communities of Brinkworth and Dauntsey

Headteacher: Mrs L Hilliard

Believe to Achieve! "Roots will grow down into God's love and keep us strong" EPH 3:17

BEDS - Relationship, Sex and Health Education Policy

Members of staff responsible for Relationships Education and Health Education:

- Mrs Hilliard (Head Teacher & PSHE Lead)
- Mrs Cross (Deputy Head teacher)
- Anne-Marie Tuck (PSHE Governor)

Our school's approach to 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)

In Brinkworth Earl Danby's Church of England School, everyone will be treated with dignity as all people 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.

Our school seeks to ensure that the RSHE curriculum protects, informs and nurtures all pupils. It clearly differentiates between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that the distinction can be easily blurred and that there needs to be discernment about the manner in which this is taught. We teach RSHE within a moral (but not moralistic) framework.

RSHE in Brinkworth Earl Danby's Church of England School is about what constitutes wellbeing and loving care for ourselves (Physical and Mental Health Education), how we show loving care for others (Relationships Education) and, when at an appropriate age and stage in life, how we show loving care to those we choose to be intimate with, including within marriage (Sex Education).

It is also about the spiritual and moral aspects of healthy, loving and nurturing relationships within a context of a Christian vision for the purpose of life.

Pupils will consider how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

Defining Relationships Education

Relationships Education is learning about how to:

- be appreciative of existing relationships
- form new healthy friendships
- 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.

Defining Sex Education

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

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.

The right to withdrawal from Sex Education

Parents 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 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 or Health Education.

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

Defining 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.

Aims of RSHE

Our curriculum aims to ensure that all pupils:

- Develop confidence in talking, listening and thinking about feelings and relationships, increasing self-esteem
- Develop a sense of mutual respect and care for others
- Are able to name parts of the body and describe how their bodies work
- Are prepared for the changes they will experience through puberty
- Can protect themselves from risks and ask for help and support
- Develop positive attitudes to guide their decisions, judgements and behaviours as they grow into adults
- Behave responsibly towards sex and relationship issues and make informed decisions

Our RSHE Curriculum

At Brinkworth Earl Danby's Church of England School every class will have regular Personal Social and Health Education (PSHE) lessons (including RSHE) following the Safety, Caring, Achievement, Resilience, Friendship (SCARF) scheme of work taught by the class teacher. It will also be taught across the curriculum.

Each SCARF unit has been linked with the relevant Christian Value (CV) throughout the year.

The following units will be covered in each class:-

Term 1 Me & my relationships (CV: Friendship)

Term 2 Valuing differences (CV: Trust)

Term 3 Keeping myself safe (CV: Respect)

Term 4 Rights & responsibilities (CV: Courage)

Term 5 Being my best (CV: Perseverance)

Term 6 Growing and Changing (CV: Thankfulness)

Please see lesson plan grid for RSHE coverage in the PSHE topic areas (Appendix 1).

These are the requirements for RSHE from the Department for Education [click [here](#)]

How will RSHE be taught in our school?

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.

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

All staff teaching this sensitive and important subject will have received training. This training will be regularly reviewed and revisited.

Pupils with SEND will have had the content made accessible to them by adjusting lesson plans and resources accordingly and for those pupils of different cultural and ethical backgrounds, staff will ensure they have talked to the parents/guardians beforehand.

At Brinkworth Earl Danby's Church of England School RSHE is taught by confident trained staff and only some elements will be taught by outside agencies (such as First Aid or aspects about puberty). 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

Ground rules and answering questions

An important part of RSHE is that children should develop confidence in talking, listening and thinking about feelings and relationships. They should also be able to reflect on what they are learning.

Every class will create a safe learning environment by having a set of ground rules in place along with an 'Ask it Basket'. Ground rules are in place so everyone feels comfortable to talk and the 'Ask it Basket' may help for any pupils to ask questions anonymously where perhaps they are not comfortable raising in an open setting.

It is important that pupils feel able to ask any questions that they wish and that their questions are valued. However, consideration should be given to how to respond to questions. Simply putting 'pupils' questions will be answered honestly and openly', without any consideration of prior learning or readiness, can be unsafe.

If necessary, teachers also need to feel able to ask a pupil to wait for an answer so they can consult with the school's leadership team if they feel this appropriate, or if the question raises potential safeguarding concerns. (For instance: 'That is a really interesting question and I need time to think because I want to give you a proper answer.')

Teachers should feel able to work with colleagues if necessary to construct an appropriate answer.

Confidentiality

Due to the nature of PSHE, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality and need to follow the school's Child Protection Policy. It is also very important for external contributors, including school nurses, to be clear about these rules whilst working in the classroom.

RSHE will be monitored, assessed and evaluated

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

Staff use the SCARF pre and post assessment worksheets at the beginning and end of each unit along with a summative assessment grid to monitor pupil's progress and development.

¹It does not need to be the class teacher or tutor 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>

Policy Review

The head teacher and subject leader monitor will evaluate the work achieved by the children in this area. The subject leader will identify areas for development, resource needs and will help with the moderation of standards across the school. The Educational Development Committee (EDC) will keep the governing body informed about developments in this area.

This policy has been produced by consultation with the Diocese of Bristol, Education Development Committee, Parent Consultations, School Council and Staff.

It has been produced in consultation with parents and 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 will be reviewed: Annually

It is due to be reviewed again in: March 2023

It was approved by FGB in: June 2022

For further copies of this policy and other information regarding RSHE please contact the admin office.

This policy should be read in conjunction with The Equalities Act 2010 <https://www.gov.uk/guidance/equality-act-2010-guidance>

- Child Protection Policy
- Equality and Diversity Policy
- SMSC Policy
- Curriculum Policy
- Behaviour Policy
- SEND Policy
- E-safety Policy
- DFE Keeping Children Safe in Education

Document Issue Control:

DOCUMENT TITLE:		Brinkworth Earl Danby's C of E Primary School	Relationships Sex and Health Education Policy	
Revision	Date	Changes	Purpose of Issue	Originator
Issue 1	March 2021	First Issue	FGB approval	BEDS
Issue 2	June 2022	Updated	FGB approval	BEDS
Issue 3				
Issue 4				

Appendix I

SCARF units	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Me and My Relationships (DFE category: Families and people who care for me, Respectful relationships, Caring friendships)	Thinking about feelings Our feelings Feelings and bodies Our special people balloons Good friends	How are you feeling today? Being a good friend Let's all be happy	My special pet Looking after our special people Friends are special	Ok or not ok (1) Ok or not ok (2) When feelings change Under pressure	How good a friend are you? Relationship cake recipe	Solve the friendship problem Assertiveness Don't force me Acting appropriately
Valuing Difference (DFE category: Respectful relationships)	Same or different? Who are our special people?	What makes us who we are? How do we make others feel? My special people	Family and friends Let's celebrate our differences Zeb	Islands Friend or Acquaintance That is such a stereotype	Qualities of friendship Happy being me Is it true?	Ok to be different We have more in common than not Advertising friendships! Boys will be boys? -challenging stereotypes
Keeping Myself Safe (DFE category: Being safe, Respectful relationships, Online relationships)	Who can help? (1) Harold loses Geoffrey Good or bad touches	How safe would you feel? What should Harold say? I don't like that! Fun or not? Should I tell? Some secrets should never be kept	None of your business! Raisin Challenge (1)	Keeping ourselves safe Raisin Challenge (2)	Decision dilemmas Would you...?	Traffic lights To share or not share? Joe's story (part 2)
Rights and responsibilities (DFE category: Being safe)		Feeling safe		Who helps us keep healthy and safe?		Fakebook Friends
Being my best (DFE category: Being safe)			I am fantastic!	What makes me ME!	Independence and Responsibility Star qualities	What's the risk (2)
Growing and changing (DFE categories: Respectful relationships, Online relationships, Being safe)	Taking care of a baby Then and now Surprises and secrets Keeping privates private	Haven't you grown! My body, your body Respecting privacy	Relationship Tree Body Space Secret or surprise? My changing body	My feelings are all over the place! All change! Period positive Secret or surprise Together	How are they feeling? Taking notice of our feelings Growing up and changing bodies Changing bodies and feelings Help I'm a teenager, get me out of here! Stop, start stereotypes	I look great! Media Manipulation Is this normal? Making babies What is HIV?