



## **BEDS - Relationships, Sex and Health Education Policy**

<b>Date</b>	<b>Reviewed by</b>	<b>Agreed by governors</b>	<b>Next due for review</b>
June 2023	A Walch	June 2023	June 2024
July 2024	D Mewis	July 2024	June 2025
Oct 2025	C Jackson	Oct 2025	Oct 2026

**BEDS-created**

**Statutory**

**1-year review cycle**

**Believe to achieve! “Roots will grow down into God’s love and keep us strong.” Eph 3:17**

**Values: Friendship, Respect, Trust, Courage, Perseverance, Compassion**

Brinkworth Earl Danby’s is committed to providing a secure, happy and stimulating learning environment in which EVERYONE is valued, spiritual growth is nurtured and potential maximised. We believe as a community that each child can reach their vocational potential. We believe each child is of unique worth made in the image of God. We believe in each child being the best that they can be and finding their place in the world. We believe in: a child’s potential; being part of a community; being the best you can be.

In partnership with parents/carers, we aim to:

- create a happy, caring atmosphere in which each child feels secure and valued within an environment which is stimulating and attractive
- meet each child’s needs physically, creatively, intellectually, emotionally and socially
- educate children about a diverse society and world in order to promote understanding and positive attitudes
- help the child acquire a set of moral and spiritual values that reflect our designation as a Church of England Voluntary Controlled Primary School
- inspire each child to be an enthusiastic learner and develop capabilities and attributes that ‘build learning power’
- enable pupils to become confident and responsible citizens

Our ethos underpins our unique culture and behaviour in our Church of England School. Our children are at the centre of every decision made. We always ask ‘of what benefit will this be to our children? Will this help support them to be the best they can be?’ We go the extra mile. Whether it is staff, parents, children, governors or community members, we choose to make that extra effort for a better outcome for individuals and for our school community.

This policy is written with our vision, values, ethos and aims at its heart.

## **Members of staff responsible for Relationships Education and Health Education:**

- Headteacher
- Deputy Head teacher
- PSHE Subject Leader
- PSHE Governor

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 the National Curriculum for science 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 Rights & responsibilities (CV: Respect)

Term 4 Keeping myself safe (CV: Courage)

Term 5 Being my best (CV: Perseverance)

Term 6 Growing and Changing (CV: Compassion)

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 school's Christian Vision and Values (Friendship, Trust, Respect, Courage, Perseverance, Compassion).

Values such as such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice will also be explored.

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.<sup>1</sup>

## **Vocabulary**

Through the delivery of our RHSE curriculum using the SCARF scheme, pupils will be introduced to key vocabulary, for the first time. The correct terminology will be introduced during the "Growing and Changing" unit and will be extended as pupils move through the school in their different year groups. One of our primary focuses at Earl Danby's is to provide all of our pupils with solid foundations of RSE, in order that they are able to build upon this in their secondary education and make clear informed choices and to recognise inappropriate behaviours.

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<sup>1</sup>It 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>

See Appendix 2

### **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 are encouraged to use and follow the ROCK agreement when discussing things of a personal or private nature, in an open and safe space. ROCK standing for – Respect, Openness, Caring and Kindness.

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.

## 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.

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
- Curriculum Policy
- Behaviour Policy
- SEND Policy
- Online Safety Policy
- DFE Keeping Children Safe in Education

## Appendix I

PSHE and wellbeing long-term plan based on SCARF half-termly units and related key themes

(Units include lesson plans that cover all the DfE statutory requirements for Relationships Education and Health Education)



Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Rights and Respect	4 Keeping Safe	5 Being my Best	6 Growing and Changing
<b>Our Christian's Value</b>	Friendship	Trust	Respect	Courage	Perseverance	Compassion
<b>School PSHE focused events</b>	Elmer Day (EY) World Mental Health Day Recycle week	Anti-bullying week Odd socks day World Kindness Day Road Safety Week Children in Need Black History Month Armistice Day	Internet Safety Day Red Nose Day Children's Mental Health Week	International Women Day Earth Day	World Environment Day	RSE Week Bikeability Healthy Eating Week
<b>EYFS</b>	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Looking after things: friends, environment, money	Keeping my body safe Safe secrets and touches People who help to keep us safe	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
<b>Y1</b>	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	Taking care of things: Myself My money My environment	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
<b>Y2</b>	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Cooperation Self-regulation Online safety Looking after money – saving and spending	Safe and unsafe secrets  Appropriate touch  Medicine safety	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
<b>Y3</b>	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Managing risk Decision-making skills Drugs and their risks Staying safe online	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
<b>Y4</b>	Healthy relationships Listening to feelings Bullying	Recognising and celebrating difference (including religions and cultural difference)	Making a difference (different ways of helping others or the environment)	Managing risk	Having choices and making decisions about my health	Body changes during puberty Managing difficult feelings

	Assertive skills	Understanding and challenging stereotypes	Media influence Decisions about spending money	Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Taking care of my environment My skills and interests	Relationships including marriage
<b>Y5</b>	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
<b>Y6</b>	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding media bias, including social media. Caring: communities and the environment Earning and saving money Understanding democracy	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

## Appendix 2

### Growing and Changing Unit

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Lifecycles	Secrets	Secrets	Egg	Change	Effects	Society
Egg	Surprises	Surprises	Sperm	Same sex	Bullying	Stereotypes
Seed	Bully	Touch	Period	Marriage Ceremony	Gender identity	Gender portrayals
Baby	Tease	Choices	Puberty	Secrets	Sexual orientation	Images
Grow	Feelings	Uncomfortable	Womb	Surprises	Gender expression	Online
Change	Vagina	Feelings	Uterus	Menstrual cycle	Biological sex	Influences
Old	Penis	Emotions	Fertilised	Vulva	Resilience	Peer pressure
Young	Testicles	Network	Relationship	Vagina	Consent	Puberty
Love	Vulva	Genitalia	Trust	Ovaries	Trust	FGM
Care		Nipples	Secrets	Eggs	Safe and unsafe	Illegal
Tummy		Lifecycle, Similarities	Surprises	Womb	secret	Reproduction
Womb		and Differences	Body space	Clitoris	Menstruation	Erection
Pregnancy		Body	Healthy	Breasts	Puberty	Fertilisation
Sperm		Belly button	Online	Labia	Sanitary products	Sperm
Adoption			Sharing	Penis	Relaxed	Egg
Surrogate			Images	Testicles	Nervous	Conception
Same sex parents			Behaviour	Sperm	Sad	Miscarriage
One parent families				Pubic hair	Conflict	
Vulva					Mood	
Penis					Teenager	
Nipples						
Differences						
boys/girls						