



# UPTON HEATH

## Relationships and Sex & Health Education Policy

**Responsible Person: Wendy Davies**

**Reviewed: May 2021**

This policy has been discussed and agreed by all members of the teaching and support staff, parents, carers and governors.

Date for Review: May 2023

At Upton Heath C of E Primary School, we believe that all children should leave their time with us having an enjoyment and thirst for learning, whilst achieving exceptionally high personal standards through 'enriching lives' by "**servicing one another in love.**" Galatians 5:13

Our RS&HE policy and practice is based on our inclusive Christian principles and values emphasising **respect, trust, compassion, love, friendship, hope, joy, forgiveness** and resilience. *Therefore, as God's chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience. Bear with each other and forgive one another if any of you has a grievance against someone. Forgive as the Lord forgave you. And over all these virtues put on love, which binds them all together in perfect unity.*

**Colossians 3:12-14**

## 1. Introduction

The Relationships Education, Relationships and Sex & Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education and Health Education compulsory for all primary school children. Throughout this document, the term RSHE is used to refer to Relationships and Sex Education and Health Education.

Our approach to Relationships Education, Relationships and Sex & Health Education (RSHE) at Upton Heath C of E Primary School closely follows the guidance produced by the Church of England Education Office (Appendix 1).

At Upton Heath C of E Primary School, we aim to ensure that any child can answer the following question by the time they leave in year 6-

**"How can I maintain a healthy lifestyle where I can form and maintain happy, safe relationships and become a valuable citizen in our ever changing world?"**

We define 'Relationships Education, Relationships and Sex & Health Education' as life-long learning about physical, moral, spiritual and emotional development. We believe that through our RSHE policy and practice, our children will learn about the importance of safe, stable, loving and healthy relationships, the different families and the importance of family life, respect, love and care, reproduction, basic puberty, personal hygiene, the body, sex, sexuality and sexual health.

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 is permissible under UK law) are treated with dignity and respect; bullying of any kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

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 it is up to each primary school to decide whether they wish to teach some aspects of Sex Education but says that it 'encourages schools (following consultation with parents) to offer age-appropriate provision. At Upton Heath C of E Primary School, we support this approach and teach some aspects of Sex education as part of our RSHE curriculum. Parents have the right to withdraw their children from that part of the curriculum- except where the teaching forms part of the science curriculum.

We 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 our community. As part of our duty under the Equalities Act, 2010 ([Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](http://www.gov.uk)), we ensure that no children are discriminated against because of their sex, race, disability, religion or belief or sexual orientation.

## 2. Implementation

The teaching of RSHE can be broken down into three constituent parts, with each aspect of RSHE having its own separate objectives.

In **Relationships Education**, the focus at our school is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults.

In **Health Education**, the focus at our school should be on teaching the characteristics of good physical health and mental wellbeing. We are clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

While **Sex Education**, is not compulsory, the DfE guidance highlights its importance. At Upton Heath, we have developed a programme based on Christopher Winter's scheme alongside the PSHE association programme builder tailored to the age and physical and emotional maturity of the children. It ensures that the children are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science- how a baby is conceived and born. The schemes of work set out will be taught to children in each year group within the context of RSHE, including ensuring that such teaching is made accessible to all children including those with special educational needs and disabilities (SEND).

## 3. Impact

Successful RSHE at our school will ensure that our children develop the knowledge, understanding and attitudes they need to

- Respect themselves and others as being unique, wonderfully made and loved by God
- Recognise and form healthy relationships, and equally to recognise unhealthy and/or unequal relationships
- Keep themselves and other safe and healthy, both physically and mentally
- Become happy, resilient and productive members of society
- Be prepared for the future challenges they will face as they grow and move on from primary school.

Government guidelines sets out clear objectives for what our children should know and understand in both Relationships and health Education by the time they leave primary school (Appendix 2)

The effectiveness of teaching and learning in RSHE will be monitored by school leaders in much the same way as other areas of the curriculum- through occasional direct observation of lessons being taught or scrutiny of children's work.

## 4. Role of parents/carers

The approach that we take recognises the important role that parents have to play in the areas covered by RSHE. Government guidance says, 'We are clear that parents and carers are the prime educators for children on many of these matters. Schools complement and reinforce this role and have told us that they see building on what children learn at home as important part of delivering a good education.'

We will endeavour to ensure that RSHE is taught in an open and transparent way and that parents are informed at all stages. Schemes of work for RSHE will be published on the school website. We will ensure that there are opportunities for parents to look at and discuss any materials being used for teaching Sex Education; such opportunities will take the form of parental meetings/drop-in session.

## 5. Right to excused from sex education

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of PSHE.

Should a parent wish for their child to be excused from sex education, they should put this request in writing for the attention of the Headteacher to the following e-mail address. [admin@uptonheath.cheshire.sch.uk](mailto:admin@uptonheath.cheshire.sch.uk) The Headteacher will automatically grant a request to withdraw a child from any sex education delivered in our school, other than as part of the science curriculum.

### References

Relationships Education, Relationships and Sex Education and Health Education Guidance DfE updated July 2020 [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/871222/Relationships_Education,_Relationships_and_Sex_Education_and_Health_Education_guidance.pdf)

Sex and Relationships Education 2020 (PSHE Association) [Roadmap to statutory RSE | www.pshe-association.org.uk](https://www.pshe-association.org.uk/roadmap-to-statutory-rse)

CDAT RSHE Policy Guidance

The Church of England [Relationships, Sex and Health Education | The Church of England](https://www.churchofengland.org/relationships-sex-and-health-education)

Valuing All God's Children (C of England Education Office 2019) [Layout 1 \(churchofengland.org\)](https://www.churchofengland.org/valuing-all-gods-children)

Upton Heath C of E primary school Child Protection/Safeguarding policy; Upton Heath C of E primary school Science policy/scheme of work; Upton Heath C of E primary school RE policy/scheme of work. [Upton Heath Church of England Primary School – Chester](https://www.uptonheathchurchofenglandprimaryschool.com)

Kidsafe [KidSafe UK Safeguarding | Child Protection & Safeguarding for Schools](https://www.kidsafe.org.uk)

No Outsiders [No-outsiders](https://www.nooutsiders.org)

Stonewall [Stonewall | Acceptance without exception](https://www.stonewall.org)

## Appendix 1

### A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)<sup>1</sup>

At Upton Heath C of E Primary School, we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

#### **We commit:**

1. **To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. 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.
2. **That 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. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
3. **That 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<sup>2</sup> 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.
4. **That 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 pornography in all its forms.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.
5. **That RSHE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.
6. **That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.
7. **To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special

needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.

8. **To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

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Department  
for Education

## Relationships Education, Relationships and Sex Education (RSE) and Health Education

1.1 By the end of primary school:

<p><b>Families and people who care for me</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<p><b>Caring friendships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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.</li> </ul>

<p><b>Respectful relationships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
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<p><b>Online relationships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online</li> </ul>
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<b>Being safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• • 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.</li> <li>• • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• • how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• • how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• • how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• • where to get advice e.g. family, school and/or other sources.</li> </ul>
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**By the end of primary school:**

<b>Mental wellbeing</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• • 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.</li> <li>• • 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.</li> <li>• • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• • 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</li> </ul>
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	<p>someone else’s mental wellbeing or ability to control their emotions (including issues arising online).</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
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<p><b>Internet safety and harms</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• 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.</li> <li>• 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.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>
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<p><b>Physical health and fitness</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• 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.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
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<b>Healthy eating</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• 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).</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<p>Pupils should know</p> <p>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p>
<b>Health and prevention</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> </ul>
<b>Basic first aid</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b>Changing adolescent body</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle</li> </ul>

## **FAQs: Relationships Education, RSE and Health Education** [DfE master short document template \(education.gov.uk\)](#)

The Department for Education is introducing compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. Also, from September 2020 it will be compulsory for all schools to teach Health Education. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

Throughout our engagement process as we develop this curriculum, we have heard a number of wide ranging concerns. Below, we have explained some of the common misconceptions around the subjects.

### **Q: Will my child’s school have to consult with me before teaching these subjects?**

Schools will be required to consult with parents when developing and reviewing their policies for Relationships Education and RSE. These policies must be published online, and must be available to any individual free of charge. Schools should also ensure that, when they consult parents, they provide examples of the resources they plan to use.

### **Q: Will my child will be taught sex education at primary? This is too young.**

**A:** We are not introducing compulsory sex education at primary school.

We are introducing Relationships Education at primary, to put in place the building blocks needed for positive and safe relationships of all kinds. This will start with family and friends, how to treat each other with kindness, and recognising the difference between online and offline friendships.

Some primary schools choose to teach sex education (which goes beyond the existing national curriculum for science), and in those instances we recommend you discuss this with the school to understand what they propose to teach and how. If you continue to have concerns, you have an automatic right to withdraw your child from these lessons.

### **Q: Does the new Relationships Education and RSE curriculum take account of my faith?**

**A:** The subjects are designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain. In all schools, when teaching these subjects, the religious background of pupils must be taken into account when planning teaching, so that topics are appropriately handled. Schools with a religious character can build on the core content by reflecting their beliefs in their teaching.

In developing these subjects, we have worked with a number of faith organisations and representative bodies. Schools can also consider drawing on their expertise when delivering these subjects.

## **Q: Do I have a right to withdraw my child from Relationships and Sex Education?**

**A:** Parents will have a right to withdraw their child from sex education delivered as part of RSE, which unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education, the school should make arrangements for this to happen in one of the three terms. There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

## **Q: Has the government listened to the views of my community in introducing these subjects?**

**A:** A thorough engagement process, involving a public call for evidence and discussions with over 90 organisations, as well as the public consultation on the draft regulations and guidance, has informed the key decisions on these subjects. The consultation received over 11,000 responses from teachers, schools, expert organisations, young people and parents – these responses have helped finalise the statutory guidance as well as the regulations that have been laid and will be subject to parliamentary debates.

## **Q: Will these subjects promote LGBT relationships?**

**A:** Pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships. RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law.

Pupils should receive teaching on LGBT relationships during their school years. We expect secondary schools to include LGBT content and whilst there is no specific requirement to teach about LGBT in primary schools, they can cover LGBT content if they consider it age 3 appropriate to do so. This would be delivered, for example, through teaching about different types of family, including those with same sex parents.

## **Q: Will teachers receive training before delivering these subjects?**

**A:** The department is committed to supporting schools to deliver these subjects to a high standard. We know that training is a priority for teachers and we will be consulting with teachers, trade unions and other key stakeholders over the coming months on how we structure the training. In addition, we will be encouraging schools to act as early adopters for this curriculum and to start teaching the subjects from September 2019. To help early adopter schools, we will provide further advice on how they can improve their practices. Lesson learned from the early adopters and best practice from schools will be shared with all schools from September 2020