

Combe St Nicholas C of E VA Primary School

Name of Policy	Relationships, Health & Sex Education (RHSE)	
Approved by GB - Date	May 2025	
Next Review Date	May 2027	
Committee Responsible	Full Governing Body	

This policy should be taken as part of the overall strategy of the school and operated within the context of our vision, aims and values as a Church of England School.

"That they may have life, life in all its fullness"

John: Chapter 10 Verse 10

Values and Ethos

At Combe St Nicholas we believe that Relationships, Health and Sex Education is lifelong learning about physical, moral and emotional development. It is about respect, love and care and the benefits of making and maintaining stable relationships. We value our status as a church school and our teaching is therefore in accordance with the teachings of the Christian faith.

Aims and Objectives

Our aim is to enable the children to:

- Develop their knowledge of the human body, its growth and development both physical and emotional.
- Discover how the body changes as they approach puberty and support them in becoming prepared for these changes.
- Recognise how people's emotions change as they grow up and how they might deal with their feelings towards themselves, their family and others in positive and sensitive ways.
- Form and maintain positive relationships with peers, parents and other adults.
- Make informed choices and decisions leading to healthy lifestyles.
- Be supported through their physical, emotional and moral development and to move with confidence from childhood through adolescence into adulthood.
- Uphold high standards of behaviour.
- Become aware of different types of relationship and to appreciate the value of stable, loving relationships such as marriage.
- Be familiar with Christian beliefs and attitudes regarding sex and relationships.
- Develop skills to be effective in relationships, to care about the feelings of others and appreciate that their own actions affect not only themselves but also those around them.
- Develop confidence in talking, listening and thinking about feelings and relationships and to explore values and moral issues.
- Be aware of pressures to behave in unacceptable or undesirable ways and know where they can go for help, advice and support. We want children to feel safe and secure and protect them from the dangers of unhealthy relationships and unwanted advances.
- Appreciate that we are all faced with choices and to help them make decisions based on accurate information.
- Celebrate their uniqueness.
- Recognise love, in its many forms, as being central to Christian philosophy and as the basis of meaningful human relationships.
- Begin to appreciate the responsibilities and commitments needed in bringing up a child.

Definition of RHSE

Relationships & Sex Education has three main elements:

- Attitudes and Values
 - learning the importance of values and individual conscience and moral considerations;
 - learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
 - learning the value of respect, love and care: and
 - developing critical thinking as part of decision making and consideration of moral dilemmas.
- Personal and Social Skills
 - learning to manage emotions and relationships confidently and sensitively;
 - developing self-respect and empathy for others;
 - learning to make choices based on an understanding of difference and with an absence of prejudice;
 - developing an appreciation of the consequences of choices made;Managing conflict and
 - learning how to recognise and avoid exploitation and abuse.
- Knowledge and Understanding
 - learning and understanding physical development at appropriate stages;
 - understanding human sexuality and reproduction.

Approach to Teaching RHSE

We recognise that parents are the key educators of their children especially with regard to the teaching of RHSE. Elements of sex education are included, however, in the National Curriculum for Science. There is a legal duty on schools to teach these aspects. In addition, we believe that we should also offer age appropriate teaching of the discretionary aspects of RHSE. In a world where children and young people are surrounded by many different, conflicting messages we believe that it is important to provide accurate information, so misconceptions can be dispelled so that they feel reassured about themselves and others.

As a Church of England School, we believe that sexual relationships are a gift of God as part of creation and that CRE should be placed within a Christian context of love, faithfulness and forgiveness. Children need to come to understand their own bodies and feelings and so be prepared for the opportunities and responsibilities of stable relationships. We recognise the value of secure loving relationships, the importance of family life and hold in high regard God's ideal of a lifelong marriage commitment as a context for raising children. However, we also recognise that many children in our school community grow up within alternative frameworks and these beliefs and issues must be handled sensitively.

RHSE is taught throughout the school primarily through PSHE and Citizenship lessons but also through Science, during assemblies and in RE. Discrete teaching is tailored to the age and physical and emotional maturity of the children.

A range of teaching methods are employed which encourage children's full participation and provide plenty of opportunities for reflection and discussion. All classes are mixed but single gender groups are formed for some sessions as deemed appropriate.

Sex Education sessions take place in a familiar setting. A question box is made available for children to place questions or concerns that they may not wish to raise in front of their peers. Children are encouraged to discuss any issues with their parents, carers or other adult they can trust.

Ground rules include:

- No one (teacher or pupil) has to answer a personal question.
- No one is forced to take part in discussion.
- No put downs or teasing
- Meanings of words are explained or discussed in a sensible and factual way, as appropriate.
- Everyone should try to use the correct names for parts of the body.

Provision

- Reception – Children are taught RHSE through the SEAL materials, through ELGs and incidentally in RE and assemblies.
- KS1- Children are taught through the SEAL materials, the Science curriculum and incidentally in RE and assemblies.
- KS2 – Children are taught through the SEAL materials, the Science curriculum and incidentally in RE and assemblies. Additionally in discrete Sex Education lessons, Y5 girls will be taught separately about body changes in puberty and menstruation.

Boys and girls in Y6 are taught about changes at puberty for boys and girls, how a baby is made and what happens when a baby is born. Additionally, the children learn about the context of sexual relationships, including values and attitudes and personal awareness and safety.

On occasions, the teaching of unrelated topics will result in discussion of aspects of growing up, the nature of relationships and sensitive issues. This will not constitute sex education so long as discussion is relatively limited and is set within the context of the other topic or subject.

SEN

We believe that children with SEN should be properly included in RSE. Activities and questioning should be differentiated where appropriate so that all the children can be helped to understand their physical and emotional development and enable them to make positive decisions in their lives.

Relationships with Parents and withdrawal of Children from RSE

We believe that it is vitally important for parents to be closely involved and well informed with regards to the school's RHSE programme of work. Materials and resources, as well as this policy will be made available to parents who wish to see them. Parents will be notified before Sex Education lessons begin or when issues relating to RSE are planned to be discussed.

Schools have a legal duty to teach the biological aspects of Sex Education identified within the National Curriculum for Science. These must be taught to all pupils and parents are not allowed to withdraw their children from these lessons.

Parents are allowed to withdraw their children from all or part of the sex education that falls outside the National Curriculum. Such requests should be made in writing to the Head Teacher. We will attempt to establish the reasons for the request and if the decision is made will ensure alternative arrangements which cause minimal embarrassment to the child and minimal disruption to the programme. Once a child has been withdrawn, they cannot participate in any RHSE sessions until the request for withdrawal has been formally removed.

Sensitive Issues

The Diocesan Board of Education has made specific recommendations in respect of RHSE. The Governors and staff have discussed these and agreed that the following are in accordance with the ethos of our school:

- Sexual relationships should be seen as the fulfilment of a relationship and not as the basis for a relationship.
- Sexual relationships between those who are not in loving long term relationships often do not meet the long term happiness of both those involved.
- Sexual relationships between those who are in loving long term relationships can provide a context within which both partners learn the basic ground rules of mutual respect on which to base good relationships within their wider family and beyond.
- The topic of sexual orientation should be discussed calmly and objectively if the issue arises without either approval or disapproval. Homophobic name-calling should be dealt with firmly, in the same way as racist name-calling.

- The children should know that under age sex is illegal and can also lead to unplanned pregnancy. Children should be supported in resisting peer pressure to have sex by teaching them that they have the right to say 'no'. They should be helped to understand that saying 'no' shows maturity and strength and not weakness.
- Children should be encouraged to refer any questions related to sexually transmitted diseases to their parents or carers.

Children's Questions

A question box is provided for children to ask questions in private. If a question is asked which is sexually explicit or inappropriate for the age group, the teacher will discuss the matter with other members of staff and Head Teacher as it may constitute a child protection issue. For their own protection, staff will not organise one-to-one meetings with children to discuss sensitive or personal issues.

Confidentiality

Some activities and discussions can give rise to disclosures which constitute child protection issues. The children will be made aware that confidentiality cannot always be maintained. If this should occur, the member of staff will refer the matter to the Head Teacher who is the school's Child Protection Officer.

Working with the Wider Community

We may, on occasions, seek support from the wider community to support our RHSE programme such as School Doctor or Nurse. We will ensure that they are aware of the Christian ethos of our school and how this relates to RSE.

Responsibilities

It is the responsibility of the Governors in conjunction with the Headteacher to be aware of training needs. It is the responsibility of the Headteacher to ensure that any visitors are aware of the school's Christian values.

Consultation and Distribution

This policy will be distributed to all staff and Governors. The policy will be made available to all parents.

Links to Other Policies

This policy is linked with the PSHE and Behaviour Policies.

Resources

- SEAL materials DfES 1343 – 2005 G
- Every Child Matters
- Sex and Relationship Education Guidance – DfE 2000 – amended Sep 2021
- 3 Tier Model for Sex and Relationship Education in Somerset – May 2007
- Diocese of Bath and Wells guidance on the teaching of RSE
- BBC Wales 'Health E' materials
- BBC Active Growing Up materials

Annex A: By the End of Primary School

Appendix A

By the end of primary school:

Families and people who care for me	Pupils should know • that families are important for children growing up because they can give love, security and stability. • 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. • 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. • 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. • that marriage¹³ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	Pupils should know • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • 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. • 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.
Respectful relationships	Pupils should know • 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. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • 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. • 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.

	• what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.	
Online relationships	Pupils should know • that people sometimes behave differently online, including by pretending to be someone they are not. • 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. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.	
Being safe	Pupils should know • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.	