

RSHE Policy

(in line with Diocese)

Horwich Parish CE Primary School



Approved by: SCHOOL IMPROVEMENT COMMITTEE

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Our policy reflects the school mission statement:

God with us, Lighting the way to love and respect.

Our vision is to be a school where everyone can achieve and

“let their light shine” both individually and collectively as a community.

Learning to love each other as Jesus has loved us, respecting each other and growing into the people God has called us to be.

Our school’s approach to Relationship, Sex and Health Education (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)

At Horwich Parish Church of England School, everyone will be treated with dignity as all people who 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 Horwich Parish 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; and
- 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.

In this school any content that might be regarded as sex education (learning about human body parts, growth, puberty and gestation) aspects will be taught through the HH Kids. However, the science curriculum includes the growth and development of a baby covered in Year 6.

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.

In our school we have decided that it is important to educate the children for adulthood (and for secondary school) in their last year(s) of primary school. We adopt the use of HH Kids to teach aspects in Year 5 and 6.

Year 6

Joint session 1

Physical and emotional changes during puberty and how the male and female reproductive systems work

Girls only

The menstrual cycle, sanitary products and breast development

Boys only

Male body functions, testicular awareness and personal hygiene

Joint session 2

General health including acne, sleep and personal hygiene

Year 5 – All joint sessions

When and how puberty starts

Some of the physical body changes as boy`s approach puberty

Different feelings as young people go through puberty and how to deal with them positively

The need for good personal hygiene

The right to withdrawal from sex education

Parents do 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.¹

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

The RSHE Curriculum

At Horwich Parish Church of England School we teach:

Year 1: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2: notice that animals, including humans, have offspring which grow into adults ♣ find out about and describe the basic needs of animals, including humans, for survival (water, food and air) ♣ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

¹ See *Mental Health and Wellbeing: Towards a Whole School Approach* (March 2018)

Year 3: identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat ♣ identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Year 4: describe the simple functions of the basic parts of the digestive system in humans ♣ identify the different types of teeth in humans and their simple functions ♣ construct and interpret a variety of food chains, identifying producers, predators and prey.

Year 5: describe the changes as humans develop to old age. Science – key stages 1 and 2 28 Notes and guidance (non-statutory) Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Year 6: identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood ♣ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function ♣ describe the ways in which nutrients and water are transported within animals, including humans.

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 reinforcing concepts with the class teacher and TA where required. Children with an Educational Health Care Plan can have concepts reinforced on a one to one basis using other resources to support understanding and enable the opportunity to ask further questions where required.

At Horwich Parish 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, HHKids 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.²If any safeguarding issues should arise from these discussions then school would follow our safeguarding policy.

Mrs Ross Nicols is the school nurture lead and is available to support children.

RSHE will be monitored 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.

Policy Review

This policy has been produced by consultation with the Diocese of Manchester and Governor policy working party (subcommittee), parent consultation group and pupil voice group.

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