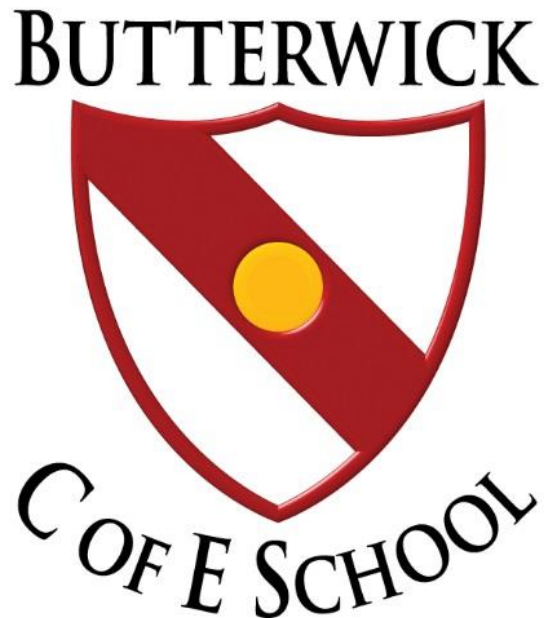


# BUTTERWICK PINCHBECK'S ENDOWED CHURCH OF ENGLAND PRIMARY SCHOOL



## Relationships, Sex and Health Education Policy

*As an inclusive Christian school, our vision is to provide a safe, happy, loving and nurturing environment where individuals feel valued and are encouraged to fulfil their hopes and aspirations. Through an inspiring and enriched curriculum, pupils are given the best opportunities to flourish and develop their God given talents.*

*'Do everything in love' 1 Corinthians 16:14*

*Together Everyone Achieves More*

**Date Agreed:** December 2024  
**Date to be reviewed:** December 2025

# BUTTERWICK PINCHBECK'S ENDOWED CHURCH OF ENGLAND PRIMARY SCHOOL

## Relationships, Sex and Health Education Policy

This policy must be read and implemented in conjunction with the following whole school policies:

Anti-Bullying policy	E-Safety	Equality Policy
School vision	Equality Act 2010	Mental Wellbeing Policy
School values	Inclusion Policy	
Safeguarding and Child Protection		

### Introduction

Our school's approach to Relationships Education 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 Butterwick Pinchbeck's Endowed Church of England Primary School, everyone will be treated with dignity as all people who are made in the image of God and are loved equally by God. The RE Policy has been produced to reflect the school's Christian values of **Service, Hope, Friendship Forgiveness, Love and Respect.**

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.

### Overview

Our school seeks to ensure that the Relationships, Sex and Health Education (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 Relationship Education(RE) within a moral (but not moralistic) framework. RE in Butterwick Church of England Primary 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 (RE)**

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.

## **Defining Sex Education (SE)**

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 this school we have decided that it is important to include these aspects of RSHE in all the different year groups from Year 1-6 to educate the children in our community for secondary schooling and adulthood. (See Jigsaw Assessment PSHE - Changing Me)

## **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 (HE)**

Health education is learning about physical health and mental wellbeing so that pupils can make wise choices to ensure they thrive and that they can help others thrive too.

## **The Relationships Education Curriculum**

At Butterwick C of E Primary School we use the 'Jigsaw' scheme of work for PSHE. This is a progressive scheme in which learning builds each year and combines aspects of the science curriculum with PSHE, for example, learning to name body parts will be taught alongside keeping private parts private and the NSPCC 'pants' rule.

Parents are free to examine the content of the Jigsaw scheme. The parents' information leaflet is also available from school.

We teach Relationships, Sex and Health Education discretely in Year 6. However, some relationship aspects are covered through our values curriculum, PSHE curriculum, and some of the biological aspects are covered in Science.

We also teach Relationships Education through other subject areas (for example Science and PE) where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

Linked with RE, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Since Relationships Education incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum, but through all aspects of school life including the playground. It is important then that all staff understand that they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

The children's voice will be heard and taken into account through the school council. It is necessary to consider and then understand what is influencing the children in our school. Therefore, it would be a valuable exercise to ask the children their views, not just on RE matters, but all PSHE topics and their importance.

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

### **How will Relationships Education (RE) be taught in our school?**

RE 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.

RE 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. RE 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.

RE 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.

RE 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 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 more explicit teaching to ensure that those with additional education needs are properly included in Relationships, Sex and Health Education. This may mean additional support within lessons, small group or individual lessons and an adapting of resources to enable access. Under the Equality Act 2010 the school has a responsibility for ensuring that children with protected characteristics e.g. sexual orientation, gender, race, religion, age and disability have a programme of work that meets their individual needs. This could be adapting the content, ensuring that the resources are embrative of different families, different couples, races and ethnicities.

Parents may need to be consulted individually with regard to children with SEN, especially if the pupil has a very low mental and or emotional age.

At Butterwick Pinchbeck's Endowed Church of England Primary School RSHE is taught by confident trained staff and only some elements will be taught by outside agencies (such as drugs awareness). 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.

#### **Monitoring and evaluating the RE policy**

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 Lincolnshire and with reference to *Jigsaw Scheme of Work* and the DfE statutory guidance, *Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)*

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.