



## **Relationship, Sex and Health Education Policy: Sutton Benger Church of England Primary School**

Our school's approach to 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)

In Sutton Benger Church of England Primary School:

- everyone will be treated with dignity as all people 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.

RSHE in Sutton Benger 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)
- 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)
- the spiritual and moral aspects of healthy, loving and nurturing relationships

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. In our school, any content that might be regarded as Sex Education (learning about human body parts, growth, puberty and gestation) will be taught through the science curriculum. This is also linked to the Jigsaw programme (see below). Parents do not have the right to excuse their children from this aspect of the curriculum.

## **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.<sup>1</sup> This is also linked to the Jigsaw programme (see below).

## **The RSHE Curriculum**

In our school, we use the 'Jigsaw programme' to lead our RSHE teaching. It provides a spiral and progressive whole school approach aimed to prepare children for life, helping them really know and value who they are and understand how they relate to other people in their ever-changing world. There are six Puzzles (half-term units of work) each with six Pieces (lessons). Every year group studies the same Puzzle at the same time which are sequentially ordered from September to July. All lessons are delivered in an age- and stage-appropriate way so that they meet children's needs. The different puzzle pieces are:

- Being me in my world
- Celebrating difference
- Dreams and goals
- Healthy me
- Relationships
- Changing me

Below is a summary of sex education coverage within the Jigsaw scheme for each year group:

- Foundation Stage - Growing up: how we have changed since we were babies
- Year 1 - Boys' and girls' bodies; naming body parts
- Year 2 - Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is)
- Year 3 - How babies grow and how boys' and girls' bodies change as they grow older
- Year 4 - Internal and external reproductive body parts, body changes in girls and menstruation
- Year 5 - Puberty for boys and girls, and conception
- Year 6 - Puberty for boys and girls and understanding conception to birth of a baby

Each year group will be taught appropriate to their age and developmental stage. At no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer (for example, because of its mature or explicit nature), this information will be shared with a parent / carer.

## **How will RSHE be taught in our school?**

RSHE will be delivered professionally and as an identifiable part of Personal, Social, Health and Economic Education (PSHEE). It will be led, resourced and reported to parents in the same way as any other subject. The use of the Jigsaw programme ensures that it will be a planned programme delivered in a carefully sequenced way.

---

<sup>1</sup> See "Mental Health and Wellbeing: Towards a Whole School Approach" March 2018

RSHE will be delivered in a way that affords dignity and shows respect to all who make up our 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.

RSHE 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
- 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
- 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 the content made accessible to them through adaptation of teaching methods, content (if appropriate) and support within class / group work.

At our school, RSHE is taught by confident trained staff and only some elements will be taught by outside agencies (such as 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>2</sup>

### **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 Bristol and Academy Council Members.

It 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 will be reviewed annually.

Governors were consulted in: *December 2020*

Parents were consulted in: *January 2021*

It is due to be reviewed again in: *September 2021*

It was approved by the Academy Council in: *March 2021*

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

---

<sup>2</sup>It does not need to be the class teacher who teaches RSHE. It is best delivered by teachers who are skilled and confident at managing sensitive issues and are good at handling class discussion.