



Relationships, Sex, Health and Economics (RSHE Life Skills) Policy

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RELATIONSHIPS, SEX, HEALTH and ECONOMICS education (RSHE Life Skills) POLICY

School Vision

"At PAWS we have an ambitious vision to work in partnerships with families, the church and the wider community to prepare all our children with the knowledge, skills, values and behaviours they will need in order to flourish, reach their potential and enjoy fullness of life."

(John 10:10)



Policy context and rationale

Our policy has been developed using the East Sussex County Council model policy and the RSHE for Church schools' exemplar policy. The policy covers the [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education government guidance](#).

RSE and Health Education are taught at Pevensey and Westham Church of England School as part of our Relationships, Sex, Health and Economics education – RSHE Life Skills.

This policy has been subject to consultation with the whole-school community including pupils, parents/carers, staff and school governors. Pupil consultation has been used to inform the creation of the school's RSHE Life Skills curriculum and this policy where appropriate.

Policy availability

Stakeholders can view this policy on our school website. Should a hard-copy of the document be required, the school will be happy to provide this upon request and will also work with any stakeholders that require the policy in an alternative format to meet their individual needs.

Policy values, aims and objectives

Our school's approach to Relationship, Sex, Health and Economic Education (RSHE Life Skills) 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)

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way.

These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.

Secretary of State for Education 2018

Our school vision recognises that 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.

At PAWs we seek to ensure that the RSHE Life Skills 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 Life Skills within a moral (but not moralistic) framework.

Our overarching objective is to support our children through a journey of physical, emotional and moral development via the teaching of essential knowledge, skills and values (within the framework of the law and provisions of the Equality Act, 2010) which will support them as lifelong learners, to be safe, happy and prepared for life in an ever changing world.

Pupils will consider how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

Principles of effective RHSE

RSHE Life Skills at PAWs will be approached through evidence-based, best practice principles to ensure the highest impact on improving pupil health, wellbeing, safeguarding and lifelong outcomes. The following principles are based on research evidence, supported by a wide range of leading organisations including the NSPCC, Barnardo's, The Children's Society and education unions.

RSHE Life Skills provision at Pevensey and Westham Church of England Primary School:

- Is an identifiable part of our school curriculum, which has planned, timetabled lessons across Key Stages;
- Is taught by staff regularly trained in RSHE (with expert visitors invited in to enhance and supplement the programme, where appropriate);
- Works in partnership with parents and carers, informing them about what their children will be learning and how they can contribute at home;
- Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills;
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion;
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online;
- Gives a positive view of human sexuality with honest and medically accurate information so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity;
- Gives pupils opportunities to reflect on their values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex and nurture respect for different views;
- Includes learning about how to get help and treatment from sources such as the School Health Service and other health and advice services including reliable information online;
- Fosters gender equality and LGBTQ+ (lesbian, gay, bisexual, transgender, queer or questioning) equality and challenges all forms of discrimination in RSHE lessons and in everyday school life;
- Meets the needs of all pupils with their diverse experiences including those with special educational needs and disabilities;
- Seeks pupils' views about RSHE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.

Defining RSHE

Relationships education

The focus at PAWs 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.

Our teaching of relationships will be sensitive and well-judged based on the knowledge of our pupils and their circumstances. Our children will be taught that families consist of different groups

(including for example, single parent families, birth parents, LGBT parents, adoptive parents, families headed by grandparents and foster parents).

Our relationship education also teaches our pupils the knowledge they need to recognise and report abuse, including emotional, physical and sexual (including online).

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 this school we have decided that it is important that in Year 6 we include further aspects beyond the teaching requirements of the statutory guidance. The DfE recommends that *“all Primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupil. It should ensure both boys and girls are prepared for the changes that 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.”*

We will share the content and timing of our sex education lessons in advance of any teaching taking place giving parents time to make an informed decision as to whether to exercise their right to withdraw their child from these lessons.

Parents will also receive extra advice on how to support their child at home.

Health education

Health education at PAWs focusses on teaching the characteristics of good physical health and mental wellbeing so that pupils can make wise choices to ensure they themselves and others can flourish. Our children will be taught that mental wellbeing is a normal part of daily life, in the same way as physical health. They will learn about mental ill health and the support available, that bullying (including cyberbullying) has a negative and often lasting effect and self-care techniques. They will also be taught about internet safety and harms, drugs, alcohol and tobacco, basic first aid and the changing adolescent body.

At PAWs, we know that the onset of puberty, including menstruation can be a confusing and worrying time for children. We strongly believe that our children should be educated about their bodies and specifically about puberty before there is a chance of even one child reaching this stage.

Economic education

Our economic curriculum recognises the value of economic wellbeing for young people’s lives, both now and in the future and provides our children with knowledge of different aspects involving money (including, income and expenditure, borrowing, gambling, saving, budgeting and keeping money safe). We also begin to explore careers and work place issues.

Entitlement and equality of opportunity

All children are entitled to access a broad and balanced curriculum delivered in an age and stage appropriate manner. Teachers include a range of teaching styles and groupings to allow all children (including SEND children) to make progress. Every child will be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.

We actively celebrate the diversity of our pupils, their families and the wider whole-school community. RSHE Life Skills will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law to ensure all pupils have equal access to our RSHE curriculum. We do not use RSHE Life Skills as a means of promoting any form of sexual orientation over another.

Thorough consultation, continual assessment and regular reviews of the curriculum we ensure that we continually recognise and respect pupils' different abilities, levels of maturity, personal circumstances (including gender identity, faith or culture and that of their family, friends and the wider whole-school community) in accordance with the school's inclusion policy.

Everyone will be treated with dignity as all people are made in the image of God and loved equally by God.

Teaching and learning

RSHE Life Skills is led by a designated member of staff, taught by class teachers and TAs and supported by visitors and outside agencies. All staff involved in the delivery of RSHE Life Skills have received training to ensure that pupils receive clear and consistent approaches. Whole staff and individual training needs are identified through the school's self-evaluation process and staff appraisal.

On occasion external visitors, experts and agencies may be invited to contribute to the delivery of RSHE Life Skills to enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with children and young people. When this happens, our school will:

- Check the visitor or visiting organisation's credentials;
- Ensure the teaching delivered by the visitor fits with our planned programme and our published policy;
- Discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils;
- Ask to see in advance the materials visitors will use as well as a lesson plan so that collectively we can ensure it meets the full range of pupils' needs (e.g. special educational needs);
- Agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with our school's policy;
- Arrange for the visitor to be supervised/supported by a member of school staff at all times;
- Monitor and evaluate the visitor input to inform future planning.

RSHE Life Skills is taught through a range of teaching methodologies, including story-telling, drama, discussions, individual private reflection, quizzes and fact finding, debating and independent research. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles.

Curriculum

The majority of elements of our RSHE Life Skills' Curriculum are a statutory requirement to teach to meet the [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education government guidance, \(2020\)](#) and [The Equalities Act, \(2010\)](#).

RSHE Life Skills is taught through a 'spiral curriculum' at PAWs. This approach means that pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes which build on prior learning. RSHE Life Skills supports the school's commitment to safeguard pupils through an age and stage appropriate curriculum that prepares them to live safely in the modern world.

Our RSHE Life Skills curriculum **will** vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. If these instance, parent/carers will be provided with appropriate notice before the amended programme is delivered.

See Appendix 1 – Curriculum overview

See Appendix 2 – Changing body vocabulary progression

Early Years

RSHE Life Skills in Early Years falls largely under the *Personal, Social and Emotional Development* is built on the guiding principles of the EYFS Framework's Early Learning Goals including:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through positive relationships.

In addition to the Framework and as part of our Safeguarding ethos, we also teach our children external body part names in a timely manner.

Responding to pupils' questions

There will always be the potential for sensitive issues within any subject but specifically in RSHE Life Skills lessons. These may be a matter of age and stage appropriateness or contrasting personal beliefs including those originating from faith perspectives and culture.

We strongly believe that children are best educated and protected from harm when they are provided with a safe and supportive space to discuss issues openly within the framework of a class working agreement (class charter) which is drawn up with the class at the start of each academic year. At the end of lessons, pupils will be provided with an opportunity to ask questions in an open setting and will also be provided with an opportunity to raise anonymous questions through the use of an 'Ask-it-basket'. Teachers will answer questions as fully as they feel age and stage appropriate based on the level of knowledge demonstrated by pupils during the lesson. Teachers may delay

answering a pupil's question if they need time to consult with a colleague or the school leadership team to construct an appropriate answer.

Teachers will not answer questions that they feel are inappropriate and will never answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons clearly explained and the teacher will work with the pupil to identify suitable sources of information where they can obtain an answer to their question. This may include encouraging the pupil to ask a parent/carer or trusted adult at home.

Assessment

Pupils' learning will be assessed at the beginning, during and end of every topic to ensure that pupils are making sufficient progress to build on prior teaching and learning and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure and will include self-assessment tasks that will confirm pupils understanding of the topics.

The quality of RSHE Life Skills teaching and learning will be monitored by the subject lead and members of the senior leadership team. The observations and findings of which will be used to identify and inform future staff training needs.

Confidentiality, Signposting and Safeguarding

Our responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to our curriculum content, teaching methodologies and supporting resources.

At the beginning of RSHE Life Skills teaching, the class will discuss and create a 'class charter'. Confidentiality will be included within this agreement so pupils are clear of the limits of confidentiality that can be guaranteed by a teacher.

Distancing techniques such as the use of characters within RSHE Life Skills avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSHE Life Skills more accessible to all pupils including those who may have experienced unhealthy relationships and/or abuse.

Teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided.

Teachers will conduct RSHE Life Skills lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will immediately inform the Designated Safeguarding Lead (DSL) about their concerns. The DSL will then deal with the matter in line with our school's safeguarding policy.

SEND and Inclusion

Pupils with SEND are generally more vulnerable to abuse, bullying and other issues because of their SEND. Pupils with SEND may need extra help to deal with peer pressure and coercion.

Before teaching relationships, sex and health education, teachers will consider the specific needs of children in their class. If necessary, they will liaise with the special educational needs coordinator (SENCO) to ensure the individual needs of pupils with SEND are met.

Involving parents and carers

We believe that parents are the primary educators of their children in RSHE Life Skills and that RSHE Life Skills is most effective when it is a collaboration between school and home. We therefore wish to build a positive and supporting relationship with parents and carers of children and young people at our school through mutual understanding, trust and cooperation.

Class teachers will consult parents each term about the content of what will be taught. This will include offering parents support in talking to their children about sex education and how to link this with what is being taught in school. The school also operates an open-door policy enabling parents to discuss more broadly RSHE Life Skills throughout the school year.

Right to withdraw

The vast majority of RSHE is compulsory. There is no right to withdraw from Relationships Education or Health Education. Parents and carers are only able to request that their child is excused from Sex Education, taught outside of the national curriculum for science. If a parent or carer wishes their child to be excused from some or all of the non-statutory Sex Education, which is covered in Year 6, they should discuss this with the Headteacher, making clear which aspects of the programme they do not wish their child to participate in. The Headteacher will outline to parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded as well as the likelihood of the child hearing their peers' version of what was said in the classes rather than what was directly said by the teacher (although detrimental effects may be mitigated if the parents/carers propose to deliver sex education to their child at home instead). Once a decision has been made, parents/carers must inform the school in writing stating their reasons as to why they would like their child withdrawn.

Once these discussions have taken place, except in exceptional circumstances, our school will respect a parent/carers' request to have their child excused from non-statutory sex education. The school will document this process.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the Headteacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Links to other school policies and curriculum

This policy complements the following policies:

- Positive Relationships and Behaviour Policy
- Anti-bullying Policy
- Online Safety Policy
- Equality Policy and objectives
- Inclusion Policy
- Safeguarding Policy
- Teaching and Learning Policy

Appendix 1 - RSHE LIFE SKILLS CURRICULUM OVERVIEW						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Family and Relationships	Introduction to RSE What is family? What are friendships? Family and friends help and support each other Making friends Friendship problems Healthy Friendships	Introduction to RSE Families offer stability & love Families are all different Managing friendships Unhappy friendships Valuing me Manners & courtesy Loss and change	Introduction to RSE Healthy families Friendships – conflict Effective communication Learning who to trust Respecting differences Stereotyping	Introduction to RSE Respect & manners Healthy friendships My behaviour Bullying Stereotypes Families in the wider world Loss and change	Introduction to RSE Build a friend Resolving conflict Respecting myself Family life Bullying	Introduction to RSE Respect Developing respectful relationships Stereotypes Bullying Being me Loss and change
Safety and the changing body	Getting lost Making a call to the emergency services Asking for help Appropriate contact Medication Safety at home People who help to keep us safe	The Internet Communicating online Secrets and surprises Appropriate contact – my private parts are private Road safety Staying safe with medicine	First aid – calling for help First aid – bites and stings Communicating safely online Online safety Fake emails Drugs, alcohol & tobacco – influences and choices Keeping safe out and about	Online restrictions Share aware First aid - asthma Privacy and secrecy Consuming information online Growing up – introducing puberty	Online friendships Identifying online dangers Emotional changes of puberty First aid - bleeding Alcohol, drugs and tobacco – making decisions	Alcohol First aid – Choking First Aid – Basic life support Critical digital consumers Social media Physical and emotional changes of puberty *Conception *Pregnancy and birth
Health and Wellbeing	Wonderful me What am I like? Ready for bed Relaxation Hand washing & personal hygiene Sun safety Allergies Who help us stay healthy?	Experiencing different emotions Being active Relaxation Steps to success Growth mindset Healthy diet Dental health	My healthy diary Relaxation Who am I? My superpowers Breaking down barriers Dental health	Looking after our teeth Relaxation: Visualisation Celebrating mistakes Meaning and purpose: My role My happiness Emotions	Relaxation The importance of rest Embracing failure Going for goals Taking responsibility for my feelings Healthy meals Sun safety	What can I be? Mindfulness Taking responsibility for my health Resilience toolkit Immunisation Physical health concerns Habits – positive and negative
Citizenship	Responsibility Community Democracy	Responsibility Community Democracy	Responsibility Community Democracy	Responsibility Community Democracy	Responsibility Community Democracy	Responsibility Community Democracy
Economic Wellbeing	Money Career and aspirations	Money Career and aspirations	Money Career and aspirations	Money Career and aspirations	Money Career and aspirations	Money Career and aspirations
Identity						What contributes to identity Gender identity

*Parents have the right to withdraw from elements of these sessions in Year 6

Appendix 2 - Vocabulary Progression

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Changing body	vulva penis testicles bottom private PANTS rule	As previous plus: physical contact like dislike kind unkind hurt secret PANTS rule	As previous plus: Vagina egg foetus safe touch unsafe touch PANTS rule	As previous plus: buttocks breasts anus puberty (may be referred to as changes to the body but content will not be taught until Year 4) gender	As previous plus: develop physical changes genitals nipples chest hair puberty pubic hair hygiene nipples develop menstruation	As previous plus: cervix ovary/ovaries fallopian tube uterus/womb clitoris urethra vaginal opening labia sperm duct scrotum foreskin foetus sperm erection epididymis sperm ducts wet dream urethra intersex transgender gay lesbian homophobia transphobia	As previous plus: pregnancy development commitment fertilise conception sexual intercourse sexuality bisexual infection sexually transmitted disease condom ejaculation