

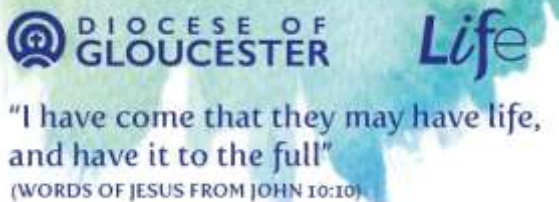
# **Model Policy for Relationships and Health Education in C of E Primary Schools**

**Or**

# **Model Policy for Relationships, Health and Sex Education in C of E Primary Schools**

## **Guidance from the Diocese of Gloucester's Board of Education**

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### **Introduction**

Schools/academies should note that where ‘school’ appears in the document it can be substituted for ‘academy’ as appropriate.

This suggested policy could be used as a template for governing bodies of Church of England schools in the Diocese of Gloucester to discuss, amend and adopt in the light of their unique school context before being signed by the Chair of Governors.

Text in red is for guidance purposes and should only be used as a guide to help you adapt this policy for your own school context.

### **This policy is for Primary Schools only**

**Please note that as a result of the challenges that schools have faced during the Covid-19 crisis, the Department of Education has said the schools can delay teaching the new relationships, health and sex education (RHSE) curriculum until the start of the summer term in 2021. This decision will allow more time for schools to prepare to deliver the new curriculum and to engage with parents on their policies and teaching.**

<b>Name of School:</b>
<b>School's Vision:</b>

## Legal Framework

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education from September 2020; Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

The regulations make Health Education (HE) compulsory in all schools. Sex education is not compulsory in primary schools. Schools choosing to teach aspects of sex education which go beyond the national curriculum for science must set this out in their policy and consult with parents. Parents/carers have the right to withdraw pupils from sex education (but not Relationships or Health Education)

Schools are required to comply with the relevant requirements of the Equality Act 2010.<sup>1</sup> Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

Primary schools need to decide from the outset whether they will choose to only teach the statutory Relationships and Health Education (RHE) and omit the teaching of sex education. RHE may include aspects of the science curriculum including lifecycles and reproduction.

If schools decide to teach Sex Education alongside Relationships and Health Education (RSHE) this needs to be clear in the policy and the content shared with parents.

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<sup>1</sup> [www.legislation.gov.uk/ukpga/2010/15/contents](http://www.legislation.gov.uk/ukpga/2010/15/contents) The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education from September 2020; Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

The regulations make Health Education (HE) compulsory in all schools. Sex education is not compulsory in primary schools. Schools choosing to teach aspects of sex education which go beyond the national curriculum for science must set this out in their policy and consult with parents. Parents/carers have the right to withdraw pupils from sex education (but not Relationships or Health Education)

### **School Statement on RHE**

In (insert school name) we will deliver a high-quality, age-appropriate and evidence-based relationships and health education curriculum (RHE) for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered and how everyone will be treated with dignity as all people are made in the image of God and are loved equally by God.

OR

### **School Statement on RSHE**

In (insert school name) we will deliver a high-quality, age-appropriate and evidence-based relationships, sex and health education curriculum (RSHE) for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered and how everyone will be treated with dignity as all people are made in the image of God and are loved equally by God.

### **School Statement continued (RHE and RSHE)**

We believe in the importance of high quality **RHE or RSHE** teaching and learning and the role that it can play in promoting safe, equal, caring and enjoyable relationships under the promise of Jesus bringing 'life in all its fullness.' (John 10:10). We follow the guidance from the Church of England Education Office in our approach to teaching **RHE or RSHE**, seeking to be faith sensitive and inclusive. At our school, we believe all children should be treated with dignity and respect and bullying of all kinds should be eliminated. We will distinguish between factual teaching (biological facts, different types of families, medicine and the law) and moral teaching (relationships and values) ensuring clarity at all times.

Our school vision (insert school vision and explain how the vision supports the teaching of **RHE/RSHE**) provides the inspiration where all can flourish and pupils respect their uniqueness so that they are able to form healthy and loving relationships and show respect, loving care and dignity to others. In our school, we also consider the spiritual and moral aspects of healthy, loving and nurturing relationships within the context of our Christian vision for the purpose of life.

### **Aims and Guiding Principles**

We have adopted the charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE) produced by the Church of England (November 2019)<sup>2</sup>

#### **In (insert school name) we commit to:**

- work in partnership with parents and carers.
- deliver RSHE professionally and as an identifiable part of PSHE.
- ensure that RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.
- help all pupils to build resilience and to support them to form healthy relationships, to keep themselves safe and to resist the harmful influence of pornography in all its forms.

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<sup>2</sup> [https://www.churchofengland.org/sites/default/files/2019-11/RSHE%20Principles%20and%20Charter\\_0.pdf](https://www.churchofengland.org/sites/default/files/2019-11/RSHE%20Principles%20and%20Charter_0.pdf)

- the promotion of healthy, resilient relationships set in the context of loving and caring for others
- a RSHE curriculum that is based on honest and medically accurate information from reliable sources of information, supported by the school's Christian vision
- taking care to meet the individual needs of all pupils including those with special needs and disabilities so all feel valued and respected through the materials that is used and the language that is used
- seek pupils' views about RSHE so that the teaching can be made relevant to their lives and support them into adulthood
- **other commitments pertinent to the teaching of RHE/RSHE and contextual to your school's Christian vision and your curriculum intent**

## Organisation

The organisation of RHE/RSHE teaching should be listed here under the headings below, with reference to the aims, guiding principles and school's Christian vision

**RHE/RSHE** will be taught as part of a planned programme within the PSHE curriculum. Our teaching plan will promote resilient and healthy relationships, supporting children to keep themselves safe from harm. Children will be taught to show respect to all within our community developing a mutual understanding of other faiths and beliefs. Our school's Christian vision and values will underpin all our teaching.

Make reference to the school's overall curriculum intent statement as well as statutory guidance.<sup>3</sup>

## Leadership

- the headteacher will ensure that parents and governors are informed of the policy
- outside speakers and visitors will work within this policy and uphold and support the school's vision
- the headteacher will monitor and review the policy in partnership with the governing board and PSHE subject leader
- ensure regular training and updates for staff based on any identified needs, the school's context and any changes in legislation
- provide support, training and mentoring for NQTs to deliver the **RHE/RSHE** curriculum
- ensure clear guidance on agreed materials and resources to be used to support the teaching of **RHE/RSHE** which is age appropriate and supports the school's vision

## Planning

- **How is RHE/RSHE planned and who is involved in the planning?**
- **How does the planning fit in with the cycle of learning planned in other subjects eg science?**

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<sup>3</sup> [www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education](http://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education) paragraphs 54-62 for relationships education, paragraphs 65-68 for Sex Education in primary schools.

- How will planning be shared across year groups to ensure teachers know where it sits within progression of learning.
- Does it fit into similar planning formats already established?
- What links are made with the teaching of RHE/RHSE, the school's Christian vision and core values?
- What resources are used? List the resources that have been agreed by the school as appropriate and support the school's aims and guiding principles. How are these shared with parents/carers?

## **Organisation**

Outline the subject content for each year group, how it will be taught and who is responsible.

- Details of content and any schemes of work
- Are children taught in class groups? Small groups? Mixed groups?
- Who teaches RHE/RSHE in the school?
- What is the role of support staff? How does the school ensure that support staff are fully informed and follow school policy?
- When is RHE/RHSE taught? Weekly? Termly?
- How is RHE/RHSE taught? Discrete subject, part of a themed approach?
- What has been deemed appropriate for each age group and how this is reviewed and adapted in consultation between teacher and parent/carer taking individual parents' and classes' needs and situations into account?

Children with SEN are given full opportunity to take part in all **RHE or RSHE** sessions. Where needed, a differentiated approach will be used to support specific children. It is not the school's policy to withdraw these children during **RHE or RSHE** teaching time for any additional or catch up curriculum programmes as part of their SEND plan. Support staff who work alongside pupils are trained and included in planning for **RHE or RHSE**.

## **Recording, Monitoring and Evaluation**

The **curriculum and standards committee** review the policy annually in partnership with Senior/ Middle Leaders and consider any views expressed by parents, children and staff in order to make any changes or recommendations. Parents are consulted using an annual RHE or RSHE feedback form. Recommendations are fed back to the full governing body and are then actioned as appropriate. Governors will ensure that policy and practice continue to be consistent with the school's Christian vision and resources used are appropriate.

## **Roles and Responsibilities**

Outline here the roles and responsibilities of each member of the school community to uphold the principles and actions of this policy

### **The governing body**

- review and monitor the policy on an annual basis and make any necessary changes based on evaluations. Ensure the schools distinctive Christian vision is lived out through **RHE or RSHE**.

### **The headteacher and the senior leadership team**

- monitor the effectiveness and impact of the policy including the teaching and learning. Build and maintain effective relationships, fully engage with parents when planning and reviewing **RHE or RSHE** work. **The headteacher responds to parent requests to withdraw their children from RSHE**

### **Teaching and support staff**

- follow the agreed policy and scheme of work and where concerns arise seek additional guidance and or training through the leadership team. Staff model a positive attitude to **RHE or RSHE**.

### **Pupils**

- fully engage with **RHE or RSHE** teaching and treat all issues and peers with mutual respect and sensitivity.

### **Parents and carers**

- support their children in their learning and raise any questions regarding policy with the teachers and leadership team

### **Visitors**

- read and follow the agreed policy; keep up-to-date with policy and practice

## **Staff Development and Training**

We ensure that all staff, including support staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams. All staff development and training is evaluated to ensure on-going improvement is achieved and that training has a positive impact on learning and teaching for all.

NQTs and staff who have not previously taught **RSE or RSHE** will receive training and support from the PSHE lead and/or mentor.

## **The Right to withdraw from Sex Education<sup>4</sup>**

We fully recognise that parents do have the right to withdraw their children from the Sex Education 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 their concerns. An explanation of the rationale for RSHE will be given; an opportunity will be offered to review the intended materials and consider the impact of not receiving sex education with peers.

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<sup>4</sup> The regulations make Health Education (HE) compulsory in all schools. Sex education is not compulsory in primary schools. Schools choosing to teach aspects of sex education which go beyond the national curriculum for science must set this out in their policy and consult with parents. Parents/carers have the right to withdraw pupils from sex education (but not Relationships or Health Education)

If a pupil is withdrawn 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 (RHE).

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

### **Development and Sharing of the Policy**

At **(insert name of school)** we are committed to building a strong and positive relationship with all parents through a shared understanding, mutual trust and co-operation. We achieve this by responding to any **RHE or RSHE** queries in a sensitive and supportive way as well as sharing our school policy on the school's website. In addition we seek views from parents on an annual basis to look for ways to improve our teaching and learning.

**Outline how the policy was developed, who was consulted and what resources and information you took account of**

Links to other policies and documentation

We ensure that the principles of **RSE or RSHE** are reflected and applied in our policies and practices including those that are concerned with:

- SMSC and PSHE
- Science curriculum
- Care, guidance and support
- Working in partnership with parents, carers and guardians
- Working with the wider community

**Approval and review by governing body:** statutory and annually

Headteacher signed: \_\_\_\_\_ Date: \_\_\_\_\_

Chair of Governors signed: \_\_\_\_\_ Date: \_\_\_\_\_

Date of next review: \_\_\_\_\_ Date: \_\_\_\_\_



## Guidance for Schools to Support Policy and Practice

This draft policy for Church of England schools in the Gloucester Diocese has been created with reference to the following:

- The policy template from the Church of England
- [https://www.churchofengland.org/sites/default/files/2019-11/Suggested%20policy%20template\\_1.docx](https://www.churchofengland.org/sites/default/files/2019-11/Suggested%20policy%20template_1.docx)
- [RSHE Policy exemplar for Church Schools April 2020 Bristol](#)
- SRE policy from Bristol and Salisbury Diocese
- <https://cofebristol.contentfiles.net/media/assets/file/Sex-and-Relationships-Sample-Policy-KS1KS2.docx>
- Diocese of Gloucester Collective Worship Policy used to help maintain consistency of format
- Diocese of Gloucester Academies Trust 'Relationships and Health Education Policy' 2020

Further resources

- RSHE principles and charter – Church of England  
[https://www.churchofengland.org/sites/default/files/2019-11/RSHE%20Principles%20and%20Charter\\_0.pdf](https://www.churchofengland.org/sites/default/files/2019-11/RSHE%20Principles%20and%20Charter_0.pdf)
- Format for a parents meeting -Church of England
- [https://www.churchofengland.org/sites/default/files/2019-11/Suggested%20format%20for%20parents%27%20meetings\\_0.pdf](https://www.churchofengland.org/sites/default/files/2019-11/Suggested%20format%20for%20parents%27%20meetings_0.pdf)
- Suggested prayer for parents meeting – Church of England
- <https://www.churchofengland.org/sites/default/files/2019-11/Resource%20A%20-%20Suggested%20prayer%20for%20the%20meeting.pdf>
- Diamond nine activity – Church of England
- <https://www.churchofengland.org/sites/default/files/2019-12/Resource%20B%20-%20Diamond%20nine%20activity%20.pdf>

Relationships Education, Relationships and Sex Education and Health Education

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

Science programmes of study Key Stage 1 and 2

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/425618/PRIMARY\\_national\\_curriculum\\_-\\_Science.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425618/PRIMARY_national_curriculum_-_Science.pdf)

Science programmes of study Key Stage 3 and 4

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#key-stage-3>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/381380/Science\\_KS4\\_PoS\\_7\\_November\\_2014.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/381380/Science_KS4_PoS_7_November_2014.pdf)

PSHE Association Programme of study KS1-5

<https://www.pshe-association.org.uk/system/files/PSHE%20Association%20Programme%20of%20Study%20for%20PSHE%20Education%20%28Key%20stages%201%E2%80%935%29%2C%20Jan%202020.pdf>

GHLL PinK Curriculum

Suggested websites:

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/sex-and-relationship-education-sre-21st-century>

<http://www.thegrid.org.uk/learning/pshe/rse/resourcing/index.shtml>

<https://www.ghll.org.uk/covid19/rshe-implementation/>