



# **Relationships Education, Relationships and Sex Education (RSE) & Health Education Policy**

## **St.Clement's C.E Academy**

**# Learning for Life, Anchored in Christ**

reviewed: July 2025

Next review due: July 2026



## **Relationships Education, Relationships and Sex Education (RSE) & Health Education Policy**

### **BDMAT Vision and Values**

The Birmingham Diocesan Multi-Academy Trust (BDMAT) recognises that the future for schools lies in formal collaborations; schools working together, in partnership, to offer life in all its fullness for the young people who attend them. Church schools have a very distinctive purpose: Education is taught in an environment where there is a set of values and ways of behaving that stem from and express the Christian foundation of the school. Our schools are about providing an education within a Christian framework for children of the local community of any faith or none; Our Trust seeks to provide a place where church schools and non-church schools who support our philosophy can continue to provide high quality education, knowing that their distinctive ethos will be protected into the future.

### **Clothed in LOVE (Colossians 3:14) we are a united family of schools serving our communities and helping ALL to flourish**

When determining this policy, a number of documents were referenced including:

Valuing All God's Children

Deeply Christian, Serving the Common Good

'Deeply Christian, Serving the Common Good' is inspired, as we are within BDMAT by scripture, in particular John 10:10 where Jesus declares "I have come that they may have life, and have it to the full". The words of Jesus act as a guide for our vision, which is encompassed in our three guiding principles:

<https://www.churchofengland.org/more/education-and-schools/education-publications>

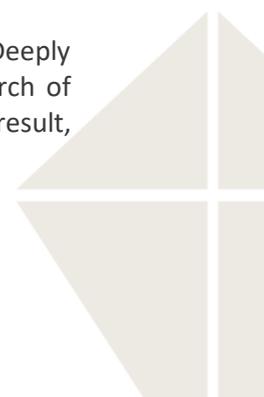
Relationships Education, Relationships and Sex Education (RSE) and Health Education; Department for Education statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams and teachers and Physical Health and Mental Well Being.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

**Our mission :** To ensure a culture of continuous learning, trusting our empowered leaders to be open and generous. Together we build schools of aspiration and belonging so that all our communities can flourish.

### **Our values**

We have adopted the values of the Church of England, as articulated in the document 'Deeply Christian, Serving the Common Good' which sets out the vision for education that the Church of England believes should be seen in all schools, and not just those of a Christian foundation. As a result, the values apply equally to our church schools and our non-church schools.



**Our key values are:**

We all need LOVE, HOPE & WISDOM. These are the values which unite our community of Church and non-Church schools, holding children and staff at the heart of all we do.

Love - A selfless and unconditional commitment to action resulting in service and compassion towards others.

Hope – We have a sense of confidence in the future informed by the power of love and the purposes of God.

Wisdom – We see this as knowledge mixed with compassion and presented in a manner that helps others to heal and grow. In other words, wisdom is knowledge in the service of other.

St.Clement's C of E Academy have adopted and amended this policy to meet the needs of our school community.

**School Vision and Rationale**

Our vision is to inspire happy, courageous, independent, curious and creative, life-long learners. We aim for all to achieve their full potential, striving both academically and socially with humility and dignity.

We believe being anchored in Jesus Christ will guide us all with hope, compassion and wisdom in becoming successful members of a global community.

**# Learning for Life, Anchored in Christ**

Serving the local community in the name of Christ since 1859

This policy should be read in conjunction with:

**Relationships Education, Relationships and Sex Education (RSE) and Health Education; Department for Education statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams and teachers and Physical Health and Mental Well Being.**

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Our pupils can put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support our pupils to develop individual coping strategies, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. This can also help schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils both at school and in society.

Relationships and Health Education (RHE) is a fundamental part of our Personal, Social, Health and Economic Education (PSHE) curriculum for pupils in our school. It is embedded in our PSHE curriculum and our aim is to equip children with the skills and understanding to become healthy, secure, independent and responsible members of society. Our school uses the Jigsaw program to teach PHSE.

Through all aspects of the RHE curriculum we promote spiritual, moral, social and cultural education, whilst considering the mental and physical development of pupils at school.

We prepare our pupils for the opportunities, responsibilities and experiences in later life and encourage them to use developing social skills and knowledge to identify risk to make safe decisions for them.

RHE has an integral part to play in building pupils' mental wellbeing and their understanding of themselves as part of a family, community and wider society. As our pupils grow, they will understand their rights as global citizens and the responsibility that this brings.

From September 2020 it is a legal requirement to teach Relationships and Health Education in primary school and parents do not have a legal right to withdraw their child(ren) from teaching on these subjects. Relationship and Health Education at St. Clement's will be sensitive to the religious and cultural backgrounds of the pupils and their families.

### **School Context**

Our school community comes from a wide and diverse society. A high proportion of pupils are eligible for the pupil premium funding and this is used to provide additional support for those pupils for their wellbeing and academic achievements.

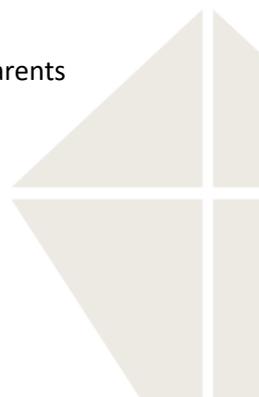
### **Policy Development and Consultation**

The policy has been developed through consultation with BDMAT Executive Team, our school's stakeholders, which include parents, governors, staff and pupils and has paid due regard to the Public Sector Equality Duty and issues relating to National Health Targets, and safeguarding of pupils including but exclusive to, Child Sexual Exploitation, Sexual Violence and Harassment, Female Genital Mutilation and Homophobia.

To ensure that consultation was thorough and meaningful we consulted with a group of parents through discussion during the 202-22 academic year and we will continue to gain termly parent voice relating to wellbeing, safeguarding and curriculum through a parent workshop that was last held in September 2023. Information regarding the RHE curriculum and policy is shared through the parent workshop in the Autumn Term.

Details of curriculum coverage will be included termly in the curriculum booklets shared with parents either via the website or sent home.

### **Relationships and Health Education**



At St.Clement's , understanding the way in which relationships develop and grow over time from childhood through to adult relationships is part of lifelong learning. Part of this is about understanding the importance of relationships and the values, qualities and responsibilities in friendships, families, and loving relationships and how to develop an understanding of safety in the online environment. It promotes self-respect, confidence, respect & responsibility toward others, emphasising the importance of marriage, loving relationships, safety, love and care.

Health Education includes the teaching of puberty and the changes that occur as pupils move into adolescence. The lessons will be based on teaching children facts in an age appropriate way to support children to flourish and grow.

Relationships and Health Education does not include teaching about sex (and the school's policy on that subject is explained further below).

### **Aims and Objectives of this policy and the relationships education curriculum:**

- To provide clear guidance for parents, staff and governors in relation to programme progression and delivery;
- For pupils to develop the understanding of relationships and that they need to be built and maintained gradually;
- Valuing themselves and others, recognising and respecting others ideas and views
- Understand the importance of respect, love and care within friendships, relationships and the family unit
- Understand that there are a number of different relationships - recognise positive and negative relationships
- Relationship Education provides a foundation for further work at secondary school;
- To help young people to develop self-esteem, respect themselves and others;
- To support pupils through their physical, emotional and moral development;
- To develop skills and understanding to enable pupils to make healthy, responsible choices about their health and well-being including personal hygiene;
- To help pupils understand the significance of marriage and stable relationships and its importance for family life;
  - *\*with care taken to ensure that there is no stigmatisation or triggering of children based on their home circumstances\**
- To help pupils move more confidently and responsibly into and through adolescence- Be aware of their own bodies and understand and be prepared for the physical and emotional changes that happen to them as they grow up
- To help pupils to understand a range of views and beliefs about relationships;
- To help pupils to understand issues of media influence and mixed messages that may contradict and conflict with own beliefs; and
- Have the correct terminology to talk about their bodies
- Have an understanding of safe and unsafe situations and the right to feel and be safe
- Keep themselves safe and to know what help to ask in different situations
- Use knowledge and skills to make informed choices
- Have the communication skills they need to act upon the choices they make
- Have the skills necessary to deal with situations involving peer pressure
- Form positive relationships
- Emotional Understanding

- Understand, talk about and deal positively with their emotions, feelings, beliefs and those of others.

## Sex Education

The school believes that in order to further the aims and objectives outlined above it is necessary to provide children with sex education lessons in addition to the lessons that are mandatory under the national curriculum for science. The school's sex education programme includes two lessons in year 6 covering Puberty. Parents will be notified in writing before these lessons take place so that they can notify the school if they would like to withdraw their child from these specific lessons (sex education only, not puberty). There will also be the opportunity for parents of children in this year group to view the teaching materials that will be used.

## Organisation And Methods Of Teaching

### Planning and delivery of Jigsaw

- The programme will be taught by class teachers with supporting staff to ensure that both pupils and staff are protected;
- The discrete puberty programme taught in *year 6* in selected single sex groups by trained, confident staff, these sessions are led by The Pastoral manager and/or the school nurse.
- Pupils will be taught about the changes related to their own and the opposite sex, how to manage the changes and where to get help at home and school;
- Girls will be made aware of who can provide support, where menstruation provision is kept and where the appropriate disposal bins are situated; and
- Resources we use are appropriate for each year group and enhance the learning.

RHE is based within Science, Jigsaw and Personal, Social and Health Education, as well as theme celebrated weeks throughout the year – Child Safety Week, Wellbeing Week.

### Jigsaw

- Celebrating Difference
- Healthy Me
- Relationships
- Changing Me
- Being Me In MY World

### National Curriculum for science curriculum;

#### KS1

- That animals and humans grow and reproduce
- To recognise and name the main external parts of their bodies
- To recognise similarities and differences between themselves and others and to treat each other with sensitivity
- That humans produce offspring and these grow into adults.

**KS2**

- The life processes common to humans including growth and reproduction
- The main stages of the life cycle (including puberty).

**RHE is covered within the four main strands of PSHE;**

- Developing confidence and responsibility and making the most of their abilities
- Preparing children to play an active role as citizens
- Developing a healthy safer lifestyle good relationships and respecting the differences between people
- Developing good, positive and respectful relationships

The overall planning and delivery of RHE is co-ordinated by the Pastoral Manager and Head Teacher. We teach RHE in a variety of ways:

- Through PSHE, Science and other curriculum areas
- In circle time
- Through Workshops
- As a discrete subject
- Jigsaw/Personal Development
- Theme weeks
- Assemblies
- Outside visitors (school nurse, Women’s Aid)

RHE is supported daily by the positive relationships between adults and children as part of the ethos of the school.

Overview of Mandatory requirements						
(Where are the themes taught? (See Curriculum Overview for topic coverage and Safeguarding Overview for more information))						
Relationships Education				Health Education		
	Relationships	Safety on and Offline	Families	Mental Well being	Health Prevention	Changing Bodies
Whole school focus	Safety Week	Safety week	Jigsaw	Focus days each term	Health week	Jigsaw
	Jigsaw	Personal Development	Personal Development	Personal Development	Safety Week	Y6 RHE
	Personal Development	Jigsaw	R.E	Jigsaw	P.E	Science
	R.E	E-safety theme day		Wellbeing Week	Personal Development	
		Computing		Safety Week		

	Autumn		Spring		Summer	
Jigsaw	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

## By the end of primary school:

### Families and people who care for me

#### Pupils should know

- that families are important for children growing up because they can give love, security, and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

### Caring friendships

#### Pupils should know

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust,
- sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable managing conflict, how to manage these situations and how to seek help or advice from others, if needed.



**BDMAT**

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Multi-Academy Trust

**Respectful relationships**

**Pupils should know**

- the importance of respecting others, even when they are very different from them (for example, physically, in character personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships. the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative, or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

**Online relationships**

**Pupils should know**

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

**Being safe**

**Pupils should know**

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.



## Areas Of Responsibility:

### Head Teacher and Governors

- Ensure the framework is followed and monitored;
- Ensure that this policy is made available to parents;
- Teaching Staff:
  - Implement this policy with the guidance of senior leaders in the school;
  - Ensure that the policy is followed in applied practice;
  - Liaise with the governors on the teaching of RHE and (Sex Education) in school as required;
- Ensure that the SENDCO and/or PSHE lead are adequately trained to support delivery in ALL aspects of the RSE 2020 guidance;
- Liaise with parents and feedback any concerns, following the school's usual procedures; and
- Respond to the needs of pupils, following the school's usual procedures.

## Specific Issues

### Confidentiality

Pupils will be informed that as with any other safeguarding issue, confidentiality cannot always be assured and the school will follow the usual procedures for keeping children safe and protected from harm (please refer to school's safeguarding procedures).

### Changing Facilities for Physical Education; Upper Key Stage 2

In our school we ensure that pupils are offered privacy when changing for physical education. Separate facilities will be offered to maintain privacy and self-esteem.

### Use of External Providers [if required]

External providers will be made aware of the school's policies and procedures prior to planned delivery. They will be expected to follow the school's programme and all delivery with pupils will be evaluated.

### Answering Difficult Questions

If a pupil asks a difficult question during a whole class session, staff will be expected to answer honestly and factually.

- Where possible, pupils will be encouraged to use the question box approach which can be used as a distancing technique to prevent over exposure of concepts outside of the learning objectives. The class teacher is responsible for dealing with all content within 24 hours of lesson delivery;
- Pupils' questions will be answered according to their level of maturity and understanding, with support from parents;
- The programme will be designed to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles;
- Teachers will focus heavily on the importance of healthy relationships; and
- Responses to questions answered need to follow the school's policy. Any concerns raised should be discussed with a senior leader or DSL, depending on the concern.

## Working with Parents

The school has established a strong working partnership with parents through consultation and support. The school recognises that parents are key educators and maintain a vital role in providing education about relationships and growing up, and therefore aims to support parents in this role. On an annual basis parents will be specifically informed about the discrete lessons on sex education and provided with the opportunity to view resources and discuss the teaching content before any delivery takes place. Parents will be informed about the termly content of PHSE/RHE sessions in the curriculum overview that is updated on the website and through the school newsletter.

Parents will be consulted when this Relationships Education, Relationships and Sex Education and Health Education Policy is reviewed. Details of the specific lessons and teaching materials can be made available on request. Parents can raise questions on this policy in writing, by phone or by making an appointment *with the Pastoral Manager*.

### Parent Withdrawal

Parents have a right to withdraw their child from sex education lesson(s) that are additional to that covered in science (Y6) but not from Relationships and Health Education lessons.

Where a pupil is withdrawn from sex education, the class teacher will ensure that the pupil receives alternative appropriate education, which may include the child working on an alternative project. In some cases, parents may be asked to come into school and supervise their child on an alternative project, but this would be discussed on an individual basis.

Any complaints will be addressed through the school's complaints procedure.

## Provision for Menstruation

The Pastoral Manager is available to support pupils and will have all the necessary resources.

Sanitary disposal units are situated in the KS2 Toilets.

### Other related documents & policies

- Keeping Children Safe in Education September 2024
- Science Curriculum KS1 & KS2
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations
- OFSTED School Inspection Handbook
- Relationship & Health Education Statutory Guidance (DfE)
- United Nations Convention on the Rights of the Child
- Jigsaw subject mapping

## Equal Opportunities/Inclusivity

The school's Relationships and Health [and sex] Education Policy and programme will reflect the ethos of the school, by providing a secure, non-judgemental environment in which to learn, in accordance with any protected characteristics as defined by the Equality Act.

## **Monitoring And Evaluation**

This policy will be managed by the Pastoral Manager and an appointed governor will be responsible to ensure that the programme is evaluated and impact reported to the governing board.

The policy will be reviewed annually.

## **Dissemination Of The Policy**

A summary of this policy will appear in the school prospectus and on the website. Parents will be supplied with a full copy on request. The policy will be communicated to all staff and governors.

**Reviewed: July 2025**

**Next Review: July 2026**

PSHE Lead – Pastoral Manager- D.Akers  
Head Teacher- D.Shryane  
Governor – S.Akers

Accepted by governors :

