



## Context

At St Ebbe's, we want all children to feel equally valued, accepted and respected, regardless of their family context or support network. Our school ethos is grounded in an unconditional belief in human rights and equality and that everyone should feel a connection to, and a sense of belonging in, our community. No one will ever be viewed as a problem or an issue and all, without exception, are valued.

The knowledge and attributes gained will support children's own and others' well-being and attainment and will help young people become successful, happy adults who make a meaningful contribution to society.

In line with our school vision, children will be given the opportunity to learn and express different points of view and to understand that it is ok to disagree with another person. Whether with respect to a faith perspective or personal belief, our aim is to teach the skill of considerate understanding and to avoid hurting other people.

The teaching of Relationships and Health Education is a statutory requirement<sup>1</sup> for all primary schools. The DfE recommends that all primary schools also have a program of sex education. We have paid close attention to the DfE guidance<sup>2</sup>, the position of the Church of England<sup>3</sup>, and to our statutory duties, as well as aligning our policy with our overall school vision.

The Church of England is committed to an education that 'protects, informs and nurtures all pupils'. This supports our view that children's education should reflect the reality of life in Modern Britain as well as uphold the law as stated in the 2010 Equality Act.<sup>4</sup>

**Relationships Education:** We define 'relationships education' as teaching about connections and interactions between two human beings. This will be taught from Early Years to Year 6 with a focus on developing personal attributes: honesty, integrity, courage, humility, kindness, generosity, trustworthiness, and a sense of justice, and using these to build and maintain happy positive relationships with friends, family and the wider community.

**Health Education:** 'Health education' is teaching the characteristics of good physical health and mental wellbeing. This includes a statutory requirement to teach the key facts about puberty and the changing adolescent body from age 9 through to age 11, including physical and emotional changes as well as key facts about the menstrual cycle.

**Sex Education:** 'Sex education' is teaching about how babies are conceived and born. Children will be taught that sex is a normal part of a loving relationship between two consenting adults. This will be taught in Year 6 only, and it will be taught sensitively and inclusively, showing respect for all backgrounds and beliefs. It is important for children to receive accurate information from a person that they trust regarding sex education, as they may resort to asking other children or looking on the internet, which could give them inaccurate facts. Ofsted states that a lack of quality sex education may leave pupils vulnerable to abuse and exploitation.<sup>5</sup>

This policy should be read alongside our Diversity, Equality and Inclusion policy.

---

<sup>1</sup> [Section 34 of the Children and social work act 2017](#)

<sup>2</sup> [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](#)

<sup>3</sup> [RSHE Principles and Charter 0.pdf \(churchofengland.org\)](#)

<sup>4</sup> [2010 Equality Act](#)

<sup>5</sup> [Ofsted Guidance on PSHE in Schools](#)



## Policy

### School will

- Publish our scheme of work on our website and will be transparent in identifying what content is being taught and when, so that parents and carers can decide their own input or follow up at home.

Train staff to deliver effective and appropriate Relationships, Health and Sex Education lessons.

### Staff will:

#### **Ensure there is an ethos of understanding and acceptance by:**

- Ensuring that there is no stigmatisation of children based on their home circumstances and use materials, including books, which reflect different family set-ups (e.g. single parent families, families headed by grandparents, same-sex parents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers)
- Making space for discussions from different faith perspectives on relationships whilst maintaining a neutral stance. Our scheme of work will consider the religious backgrounds of pupils whilst adhering to the legal requirements of the 2010 Equality Act, with respect to the nine protected characteristics (age, sex, disability, race, religion or belief, marriage and civil partnership, sexual orientation, pregnancy and maternity and gender reassignment)
- Taking positive action to build a culture where all forms of discrimination are not accepted and are challenged.
- Ensuring RSHE is accessible for all children. This is particularly important when planning teaching for pupils with special educational needs and disabilities. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility, if necessary.

### Continue to monitor and evaluate the delivery of RSHE by:

- Having reflective conversations with colleagues during staff meetings.
- Sharing new high-quality resources with each other.
- Collecting children's understanding and views through questionnaires.
- Collecting parent's views through questionnaires.
- Seeking support and guidance from other health professionals e.g. school nurse

### Children will be encouraged to:

- Reflect and ask questions.
- Be honest and open about their concerns and worries.

### Parents/carers are requested to:

- Read our school RSHE Policy, reflect and ask questions.
- Speak openly at home about RSHE and model acceptance of people with different views or beliefs.
- Give us feedback informally or through questionnaires.
- Request a meeting with the Head Teacher if they have any concerns or questions. Parents/carers are not legally permitted to excuse their child from Relationships or Health Education because it is part of the Statutory Curriculum. They are legally permitted to excuse their child from Sex Education as this is not part of the Statutory Primary Curriculum.



## How will we know it's working?

- All children will feel able to discuss issues about relationships in a way appropriate to their age and feel safe in doing so in the classroom and in other contexts.
- All children will be able to listen to and understand differing ideas in a way appropriate to their age and feel listened to and understood themselves.
- All children will feel a sense of belonging and that their own home situation is affirmed and understood in school.
- All children will react in a compassionate and understanding way to others.
- Very few or no behaviour records which are related to discrimination of any kind.
- Parents, children and staff will speak positively about the RSHE curriculum.