Church Hill C of E Junior School

Let Your Light Shine

Together Everyone Achieves More ...

RSE Policy 2022/23

Signed by: .....

Date: 24/11/22

Approved by Governor

Date: 24/11/22

Signed on behalf of the Governing body: .....
(Chair of Governors)

Next Review Date: November 2023

Primary Relationship and Sex Education Policy

Church Hill C of E Junior School

Our Church School

Vision Statement:

Let Your Light Shine (Matthew 5:16)

Mission Statement:

Together
Everyone
Achieves
More

This policy was written in consultation with staff, pupils, parents and governors.

November 2022

Key contacts

Safeguarding Leads: Diane Brown, Manisha Sudera, Terri Stirk, Nicole Lewitt and Joe Scranage

RSE Lead: Kimi Manani

Lead Governor: Steve Hardy

Purpose of RSE Policy

This policy has been written as a statutory requirement and to:

- Give clear guidance to staff and outside visitors about the content, organization and approach to teaching RSE.

- Give information to parents and carers about what is taught and when.

- Give parents and carers information about their involvement with RSE.

- Give a clear statement on what the school aims to achieve from RSE and why it thinks RSE is important.

- Clarify the content and manner in which RSE is delivered.

Legislation

Guidance from the DfE under sections 34 and 35 of the Children and Social Work Act 2017 makes Relationships Education and Health Education statutory in all Primary schools. This new guidance replaces the DfE Sex and Relationships Education Guidance from 2000. The guidance will become mandatory in September 2020.

Sex Education

The Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. In addition to statutory science and the new statutory Relationships and Health Education we will be delivering two lessons in year 6 which go beyond the science curriculum and look in more detail at how a baby is made. We feel these lessons are important as they address many of the questions that children have and are taught in the context of healthy adult relationships.

Parents will be sent a letter outlining any upcoming RSE lessons and offering them the opportunity to meet with the class teacher to view lesson plans and teaching resources. If any parents wish to withdraw their child from these lessons, we will make it clear which lessons are statutory because they sit within the science curriculum, and which are not because they are within the sex-education framework.

RSE School Charter

We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE). This charter has been adapted to include our school values and vision.

We seek to provide Relationships Education, Relationships and Sex Education (RSE) and Personal, Social, Health Education (PSHE), which will enable all pupils to flourish and let their light shine. This light can symbolise a growing sense of self-realisation and their positive relationships. Through RSE, children have an opportunity to shape their concept of themselves as a unique human being as well as growing empathy, concern and compassion for how to treat others. Learners reflect on how their values and principals affect their relationship with others, developing spiritually. Children develop skills of listening, empathy, discussions about feelings, relationship with families and friends. This subject is essential when nurturing a positive sense of self and their connections to others as well as an appreciation for the beauty of relationships and love.

Aims of RSE

- Develop confidence to talk, listen and think about feelings and relationships.
- Address concerns and correct misunderstandings and be able to protect themselves and ask for help.
- Develop skills to make and maintain positive, healthy relationships.
- Develop positive attitudes and values and respect differences of opinions.
- Develop a positive self-image and high self-esteem.

- Gain accurate knowledge and understanding about sexuality and relationships.
- Develop personal responsibility for one's actions.
- Know where to get confidential advice and support.

Moral and Values framework

RSE will be delivered within the school's agreed aims, values and moral framework which is sensitive to the needs and beliefs of pupils, parents/carers and other members of the school community. This will be delivered within the school's agreed equal opportunities policy and in line with our Christian and British values.

Relationship and Sex Education (RSE) supports and guides children and young people in lifelong learning about relationships, emotions, the human biology of sex, sexuality and sexual health. Along with parents and carers, we help our young people to understand and manage their physical and emotional development in adolescence and prepare for the decisions to be made in adult life.

We believe that pupils should have accurate information that relates to their needs. They need help to explore their own feelings and attitudes, and those of society, in order to develop values on which to base decisions about relationships. They need to learn the communication skills necessary to help them take increasing responsibility for their own sexual behaviour.

RSE will, as far as possible, support the importance of marriage or stable relationships, for family life and bringing up children. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

Thinking about morals and values also includes:

- Respect for self and others
- Non-exploitation in relationships
- Commitment, trust and love within relationships
- Honesty with self and others
- Self-awareness
- Exploration of rights, duties and responsibilities
- Understanding diversity regarding religion, culture and sexual orientation

Content and Organisation of the Programme

- Timetable allocation: RSE lessons will be taught explicity throughout Spring term 1

- Groupings: Mixed sex classes

- Staff Involved: RSE lessons will be delivered by the Class Teacher and will always have another member of staff present in the class room (for safeguarding purposes). It is

important to note that where outside visitors help to deliver RSE they are not there to replace teachers but to enrich existing programmes by supporting the school.

- Where taught: During PSHE lesson slots in your child's classroom

- Curriculum Content: See our website for our PSHE and RSE knowledge and progression overviews – *https://www.churchhill-jun.leics.sch.uk/page/?title=PSHE+%26amp%3B+RSE&pid=158*

Statutory content is as follows:

Key Stage 2 (age 7-11 years) - Statutory Science Curriculum

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Relationships Education

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

Health Education

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drug, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- The Changing Adolescent Body (Puberty)

Non-Statutory content is as follows:

Non – statutory Sex Education		
10a	The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that 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. As well as consulting parents more generally about the school's overall policy, primary schools should consult parents before the final year of primary school about the detailed content of what will be taught	**This resource forms a spiralling curriculum of Relationships and Sex Education. We feel that on the whole the Sex Education element of the resource is in line with the science curriculum. Lessons on puberty form part of statutory Health Education. The exception would be sessions in year 6 which include age appropriate discussions on adult sexuality and how a baby is conceived and born. Parents would need to be given the right to excuse their children from these lessons.**

Year 6
Puberty, Relationships & Reproduction

Lesson 1: Puberty & Reproduction
Lesson 2: Communication in Relationships
Lesson 3: Families, Conception & Pregnancy
Lesson 4: Online Relationships

From the Year 6 lessons, part of Lesson 1 (Puberty & Reproduction) and Lesson 3 (Families, Conception & Pregnancy) is where parents would have the right to excuse their child from the lesson.

Information taken from the Christopher Winter Project teacher guide 2019.

How RSE is taught at Church Hill C of E Junior School:

- Teachers will set a class agreement with pupils to ensure that an atmosphere is created where pupils feel able to discuss concerns, feelings and relationships and they are able to *let their light shine.*
- It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded. The form in which these questions are to be answered is as a whole class, not 1:1. We will be using a question box in all classrooms.
- Resources will be assessed to ensure that they are appropriate to the age and maturity of pupils. They will take into account equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism.
- In each section of the curriculum, a variety of teaching and learning styles are used including videos, information sheets, leaflets, textbooks, visual aids and models, games, role-play, interactive CD ROMS and the Internet.

Being an Inclusive School

- An acceptance that different faiths and beliefs should be tolerated and not be the cause for prejudicial or discriminatory behaviour.

- The school has duties under the Equalities Act, British Values, and the Ofsted framework and must reflect British Law. The British Values and Christian Values are weaved throughout our school curriculum.
- Children are growing up in a diverse world and will need to be able to work, live and play with people from all backgrounds.
- Some pupils and staff will identify as LGBT+
- Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.
- Some children may have a different structure of support around them (for example: looked after children or young carers).

Meeting the Needs of SEND Pupils

These lessons need to be accessible to all pupils including those with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood outcomes. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using appropriate resources, small group work when necessary and providing CPD for teachers.

Confidentiality Statement

The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so.

The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's confidentiality policy agreed procedure for recording and reporting disclosures and the nature of access to this information. The staff will receive refresher training when necessary and will be reminded about procedures throughout the year. Staff are fully aware of the safeguarding procedure and will be remidned to follow the safeguarding policy when necessary during RSE lessons.

Assessing RSE and Monitoring the Programme

The RSE Lead will be responsible for:

- Ensuring the policy and programmes are implemented as agreed.
- Supporting staff to assess pupils progress.

- Recommending targets for whole school development.
- Evaluation of the programme will be made by assessing, the attitudes of the pupils (via pupil questionnaires), the development of their personal skills and the knowledge and understanding they have gained. Review forms part of the content and is an ongoing process. The views of pupils, staff, parents and governors will be sought and taken into account as the programme develops and changes.

Teachers' Responsibilities

To reassure parents/carers, pupils and governors that the personal beliefs and attitudes of teachers will not influence the teaching of RSE, all those contributing to the programme are expected to work within the aims listed above.

Training staff to deliver RSE

It is important that staff delivering RSE work within the values framework of this policy and feel confident, skilled and knowledgeable to deliver effective RSE. Continuing professional development will be provided through a range of options: individual study and development/ in-house CPD/ external training courses. Training could include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Involving pupils in their own learning
- Managing sensitive issues

Engaging Parents/Carers and the Right to Withdraw from Sex Education

On entry to the school (in Year 3), parents will be given a copy of the RSE policy within their welcome packs. The policy will be available on our school website. This helps to establish consultation and a partnership with parents, which reinforces the dual responsibility for RSE learning. Parents are kept informed about the content of the programme; a letter will be sent out in Autumn term 2. A group of parents were invited to a meeting at school in October 2021 to view and consult on the resources, policy and charter.

From September 2020, parents do not have the right to withdraw their child from lessons on Relationships or Health Education or the Science Curriculum.

We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education, including sexual matters. We do our best to find out from them any religious or cultural views they may have which may affect the PSHE

they wish to be given to their children, although we would consider carefully any request that compromised our equal opportunities policy.

All parents have a right to withdraw their children from the 'sex education' elements of RSE lessons (as outlined above). If a parent wishes to withdraw their child from Sex Education we ask that they discuss it with the Head Teacher and then a request for withdrawal should be put in writing using the form found in Appendix 1 (below) of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

Answering pupils' questions

We encourage curiosity in children as it is an important part of their learning and children ask questions related to RSE both in and outside of lessons. This means that children who are withdrawn from a lesson may also ask a question in relation to RSE outside of the lesson time. We feel it is important to answer questions honestly, with factual information and in an age appropriate way. If we have a concern with regards to safeguarding due to the nature of a question we would follow our safeguarding procedures. Children who don't have their questions answered may look to other sources for information, such as the internet which may not be a reliable or safe source.

In RSE lessons at Church Hill C of E Junior School, pupils are encouraged to use the question box where questions can be addressed with the whole class; however, if a child asks a question out of lesson time, verbally, another member of staff must be present when answering.

Disseminating and Monitoring the RSE Policy

A copy of this policy will be supplied to all staff and governors and included within the staff handbook. A full copy will be published on the school website and made freely available to parents on request. Copies will also be supplied to other professionals whose work relates to RSE or who may be involved in its delivery.

Frequency of monitoring: Annually

Review to reflect current good practice: Termly

Review to reflect new legislation: Termly

Written by: Kimi Manani

Role: RSE and PSHE co-ordinator

Date Agreed: 09.11.2022

Next Review Date: 09.11.2024

The guidance should be read in conjunction with:

- *Keeping Children Safe in Education (statutory guidance) (2019)*
- *Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline) (2018)*
- *Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils) (2016)*
- *Equality Act 2010 and schools (2010)*
- *SEND code of practice: 0 to 25 years (statutory guidance) (2015)*
- *Alternative Provision (statutory guidance) (2013 – updated 2016)*
- *Mental Health and Behaviour in Schools (advice for schools) (2018)*
- *Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying) (2017)*
- *Sexual violence and sexual harassment between children in schools (advice for schools) (2018)*
- *The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)*
- *Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC) (2014)*

Appendix 1

Parent form for withdrawal from Sex Education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	
Date	
Signature	