

Christ Church C.E.(VC) Primary School



Relationships and Sex Education Policy

Last Updated April 2020

Our School Vision

Our Vision is for our children to experience 'Life in all its fullness' (John 10:10). Following the Christian inspiration of Jesus, our children will flourish and enable others to grow. Our school will be a place where aspiration and hope enable the growth of knowledge, wisdom and skills for all.

Relationships and Sex Education (RSE) Statement

At Christ Church School we want all children to be healthy, happy and safe as they grow through life. It is important that they gain the skills and knowledge to manage the challenges of modern life and to make informed decisions about their health, wellbeing and relationships as they begin to mature and become more independent.

Aims and purpose of the policy

- To define Relationships and Sex Education (RSE) in Christ Church School, including statutory and non-statutory elements
- To set out the roles and responsibilities for effective implementation of this policy
- To describe where RSE is covered within our school curriculum
- To set out our approach to teaching, assessing and monitoring RSE at Christ Church School

Linked guidance:

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

North Yorkshire Guidance for schools on developing a Relationships and Sex Education Policy and implementing effective provision 2018

<https://cyps.northyorks.gov.uk/sites/default/files/Teaching/Health%20and%20Wellbeing%20PSHE/Updated%202018%20Relationships%20and%20Sex%20Education%20guidance%20for%20schools%20NYCC.pdf>

Church Of England Valuing All God's Children

https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019_0.pdf

Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) in Church of England Schools https://www.churchofengland.org/sites/default/files/2019-11/RSHE%20Principles%20and%20Charter_0.pdf

Keeping Children Safe in Education 2020

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/954314/Keeping_children_safe_in_education_2020_-_Update_-_January_2021.pdf

Sexual Violence and Sexual Harassment between children in schools and colleges

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

Linked School Policies / curriculum plans

Child Protection Policy

Equalities Policy

Mental Health and Wellbeing Policy

PSHE Curriculum Long Term Plan

Science Curriculum Long Term Plan

Computing Curriculum Long Term Plan

These documents are available on the school website. Paper copies are available on request.

Definitions

Relationships Education at Christ Church School

Relationships education in our school is about teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults.

At Christ Church School children begin to learn about healthy relationships from the very start, for example recognising who cares for us and supports us, understanding what we mean by family and how to be a good friend, as well as learning how to spot the signs of less healthy relationships and building skills to manage these.

Children are taught to share, take turns and to treat each other with kindness, consideration and respect. They learn about how to manage difficulties such as differences of opinions or responding to peer pressure, including on and offline.

We recognise that families at Christ Church school take many forms and understand that teaching about families must be sensitive and well-judged to ensure that there is no stigmatisation of children based on their home circumstances and needs.

Safeguarding is at the heart of this policy; we teach about the forerunners to consent, such as establishing personal boundaries, including mental and physical boundaries and appropriate, inappropriate or unsafe contact both online and in person.

The teaching of relationships education is important. It helps children to build essential skills that they need in order to build respectful, loving and non-exploitative relationships and supports their decision-making skills in order to keep themselves mentally and physically safe both on and offline.

Relationships education takes place in PSHE lessons from Reception through to Year 6 and is enhanced by our church school values of friendship, koinonia and wisdom which underpin everything we do. Relationships education is statutory in primary schools.

Sex Education at Christ Church School

The National Curriculum for science includes age-appropriate subject content in related areas such as the main external body parts, the human body as it grows from birth to old age (including puberty) and life cycles and reproduction in some plants and animals. Information about our science curriculum can be found on the school website.

As children grow and develop they experience many physical and emotional changes. It is important that they are prepared for this and understand that these changes are a normal part of growing up. We use the HSE Busy Bodies materials and videos to support our teaching of puberty which is tailored to the age and physical maturity of children.

Sex Education beyond the national curriculum for science is not compulsory in primary schools, however it is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. Schools may determine whether they need to cover any additional content to meet the needs of their pupils.

We, like many other schools already choose to teach some aspects of sex education and will continue to do so. These supplementary lessons, are solely for children in Year 6 and are delivered through the HSE Busy Bodies materials: How are babies made? Parents and carers are always invited to view the materials prior to the lessons starting and their consent is obtained.

We recognise that for some parents and carers, the idea of children receiving sex education in primary school may seem too early. However, we know that it is common for primary-aged children to have questions pertaining to sex or sexuality which go beyond what is set out in the Science or PSHE curriculum. We know that when children's questions go unanswered they may turn to inappropriate sources of information such as the internet, mis-informed peers, or people who may not have their best interests at heart. It is important that children have accurate information and feel able to talk about what they may deem 'difficult' topics to adults they can trust in order to keep themselves safe.

We also know that quality RSE lessons help to safeguard children. Research published on sexeducationforum.org.uk shows that children who have had high quality RSE lessons are more likely to report abuse and to delay having sex until they are ready.

We would encourage any parents or carers that are concerned about this to contact school to discuss their particular concerns.

Roles and responsibilities:

The Governing Body

- The governing body has the responsibility to ensure a school has an up-to-date RSE policy that describes the content and organisation of RSE through the national curriculum science and other curriculum areas like PSHE.
- The governing body, in co-operation with the Headteacher, is expected to involve families, pupils, and the wider school community to ensure that RSE addresses the needs of pupils, local issues and trends.
- The governing body need to ensure pupils are protected from teaching and materials which are inappropriate, having regard to the age, religious and cultural background of the pupils. They will ensure that the policy is available to parents/ carers and that they know of their right to withdraw their children from non-statutory content.
- Governors will ensure that the programme and the resources are monitored and evaluated. This monitoring applies to both the taught curriculum and the wider areas of school life eg awareness days, supporting organisation events.
- The policy should be reviewed on a three-year cycle or sooner if necessary.

- The governing body and proprietors have the responsibility through the statutory guidance 'Keeping Children Safe in Education' (2020), "to ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE), and /or for maintained school through RSE.'
- This also includes how the school are addressing issues of peer on peer abuse and sexual violence and harassment.
- The governing body has the responsibility to ensure the school is meeting requirements under the equalities legislation (Equalities Act 2010), so they need to ensure the curriculum reflects the diversity of modern Britain including representing a range of families, sexualities and gender in both primary and secondary schools.
- **The named governor for RSE is**

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning. The Headteacher's responsibilities in respect of RSE are to:

- Work with governors to ensure compliance with the 2020 statutory requirements including any staff CPD needs. The expectation is RSE will be taught across the whole school curriculum.
- Liaise with the PSHE curriculum lead to ensure the effective delivery of the RSE within the curriculum is being monitored
- Keep the governing body fully informed of provision, issues and progress around RSE issues
- Act upon any concerns which may arise from pupil's disclosure during RSE sessions
- Monitor staff training requirements in relation to effective teaching and learning of RSE
- Ensure parents/ carers are informed when their children will be taught RSE to support a partnership approach but also that they do have the right to withdraw their child from any RSE that is not part of the National Curriculum Science programme

Headteacher: Mrs D Cooper headteacher@christchurch.n-yorks.sch.uk

Curriculum Lead

The school has a curriculum lead for PSHE who is responsible for all aspects of the subject including RSE. In respect of RSE, responsibilities are to:

- Work with headteacher to ensure compliance with the 2020 statutory requirements including any staff CPD needs as the expectation is RSE will be taught across the whole school curriculum
- Ensure the implementation and quality of long term and medium term RSE schemes of work

- Ensure that all staff are confident in the skills to teach and discuss RSE issues as trained, confident and competent staff are essential to raise standards in RSE
- Consider the needs of all pupils, and to achieve this recognise that the school might need to address some specific issue.
- Consult with pupils to inform provision around RSE and use the schools' Growing Up in North Yorkshire bi-annual survey results to inform planning
- Access appropriate training
- Monitor and advise on RSE organisation, planning and resource issues across the school
- Ensure procedures for assessment, monitoring and evaluation are included
- Liaise with the named governor for RSE
- Liaise with any service provision to support aspects of sexual health
- Co-ordinate with external providers to ensure their provision meets the outcomes of the planned provision using age appropriate materials
- Liaise with the Headteacher to ensure parents/carers are informed when their children will be taught RSE to support a partnership approach but also that they do have the right to withdraw their child from any RSE that is not part of the National Curriculum Science programme

PSHE Curriculum Lead: Mrs K Baines kbaines@christchurch.n-yorks.sch.uk

Partnerships with parents/carers and the right to withdraw

We aim to work in active partnership with families, value their views and keep them informed of the RSE provision. If a parent/carer has any concerns about the RSE provision then time will be taken to address their concerns. Families are invited to review the resources and can contact the Headteacher with any queries or concerns.

Under section 405 of the Education Act 1996, parents have the right to withdraw their children from part of relationships and sex education, which is not part of the Science National Curriculum or statutory Relationships and Health curriculum. Parents will always be notified in writing before the teaching of any sex education that is not part of the Science National Curriculum or statutory Relationships and Health curriculum. This content is described above in the section, 'Sex Education at Christ Church School'

Parents wanting to exercise this right are invited to see the Headteacher or PSHE curriculum lead who will explore their concerns.

Headteacher: Mrs D Cooper headteacher@christchurch.n-yorks.sch.uk

PSHE Curriculum Lead: Mrs K Baines kbaines@christchurch.n-yorks.sch.uk

Or via the school office on: 01756 793030

If a child is withdrawn they will be provided with alternative work for the duration of the lessons. They should not be removed from school for the duration of the lesson and consideration will be given on how to protect a pupil from the possible reaction of their peers to this withdrawal.

Working with External Agencies

Whilst the responsibility for organising and delivering most, if not all, of the RSE programme rests with the school, there may be times when an external contributor can add value and bring to the classroom additional experience, for example NSPCC.

Where external agencies are brought into school for this purpose, a member of school staff is present at all times.

All external visitors are asked for proof of a Disclosure and Barring Service check (DBS) before entry into school is granted.

RSE and the Curriculum

Church of England schools should ensure that their RSHE (Relationships, Sex and Health Education) curriculum protects, informs and nurtures all pupils. It should clearly differentiate 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 there needs to be discernment about the manner in which this is taught within a moral (but not moralistic) framework.

*- Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) in Church of England Schools,
(Church Of England Education Office)*

Our RSE programme is embedded within curriculum, most notably in our framework for PSHE and the National Curriculum for Science.

PSHE Curriculum – Relationships Education

- Families and people who care for me
- Caring friendships
- Respectful Relationships
- Online relationships
- Being safe

PSHE Curriculum – Health Education

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Basic First Aid
- Changing adolescent body (puberty)

National Curriculum for Science

- Body parts, including the names of the main external body parts
- The human body as it grows from birth to old age (including puberty)

- Physical Health and fitness
- Healthy Eating
- Life cycles and reproduction in some plants and animals

RSE in the Computing Curriculum

Children learn how to keep safe online, including:

- Searching for information and images online
- Relationships/friendships online
- Sharing information online
- Sharing images online
- What to do if you are worried about something you have seen online
- Pop-Ups, Ads and online influencing

RSE in the RE Curriculum

Through spiritual, moral, social and cultural development, children reflect on their shared and individual beliefs and values and how these guide them in their actions, including in their relationships.

Delivery of RSE

At Christ Church School we believe that believes that good quality RSE is an entitlement for all children and young people and must:

- Be accurate and factual, covering a comprehensive range of information about relationships, sex and health in an age appropriate way
- Be positively inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience
- Include the development of skills to support healthy and safe relationships and ensure good communication about these issues
- Promote a critical awareness of the different attitudes and views on sex and relationships portrayed in the media
- Provide opportunities for reflection in order to nurture personal values based on mutual respect and care
- Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner
- Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding
- Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision
- Be delivered by competent and confident educators
- Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable

(adapted for our school from information at <https://www.sexeducationforum.org.uk>)

Additionally

- Resources used are PSHE Association approved or provided by a recognised organisation, for example, NSPCC, Stonewall, HSE.

Creating a safe learning environment

Questions and Boundaries

- Nobody will be expected to answer a personal question, including children, teachers and all staff involved.
- There may be some personal information that children or staff are comfortable sharing, but there should be no obligation to do so.
- The use of an 'anonymous' question box allows pupils to ask questions they might otherwise not ask. This also enables staff to seek further information for questions that they are unsure how to answer.
- If staff are not comfortable answering a question, they do not need to provide an immediate answer. They may refer to the headteacher or PSHE Curriculum Lead who may advise, or seek further advice themselves.
- Sometimes pupils will know what topics are coming up in advance. This may be because it is a sensitive subject or because of individual circumstances or experiences.

Signposting

- Teachers will discuss with pupils what they should do if they do not feel comfortable or safe during a lesson. This could happen if the content is distressing because of personal experiences of the pupil.
- Pupils are regularly made aware of sources of confidential one-to-one advice for example from a trusted adult in school or an organisation such as Childline or local young people's services. This information is displayed on posters around school.

Diversity

- Pupils from all faiths and cultures have an entitlement to RSE.
- Teaching effective RSE means
- being sensitive to the range of different values and beliefs when teaching RSE.
- Working in partnership with parents and carers from a range of faiths and cultures ensures we can continue to enhance our teaching of RSE.

Special Educational Needs and Disabilities (SEND)

- RSE must be accessible to all pupils.
- Teachers consider whether some children will need additional support or content tailored to their specific needs. This may include pre-teaching, personalised resources or working in close partnership with families.
- Teaching of RSE for pupils with SEND, including those with social, emotional and mental health difficulties is sensitive, age appropriate and developmentally appropriate.
- We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and consideration is given to this when planning RSE lessons.

Lesbian, Gay, Bisexual and Trans (LGBT)

- We know that all pupils are treated with equality and respect and it is important that children understand this as well.

- The 2010 Equalities Act sets out that schools are required to eliminate discrimination, advance equality and foster good relations. This means making all children feel included and accepted, for example, pupils are provided with opportunities to talk about different families, including LGBT family structures.

Disclosures

Any disclosure arising from the teaching of SRE, PSHE or in any other activity is dealt with in line with our Child Protection Policy (available on the school website) and Keeping Children Safe in Education (2020)

The Designated Safeguarding Lead is the Headteacher, Mrs D Cooper

headteacher@christchurch.n-yorks.sch.uk

The Deputy Safeguarding Lead is Mrs K Baines kbaines@christchurch.n-yorks.sch.uk

Assessing, monitoring, evaluating and reviewing RSE

RSE will be assessed in accordance with the school's policy for Assessment, Monitoring, Evaluating and Reviewing of Curriculum Subjects. We:

- Plan assessment of SRE as an integral part of teaching and learning
- Provide regular opportunities for pupils to give and receive feedback on their progress and achievements, helping them to identify what they should do next
- We bi-annually complete the Growing up In North Yorkshire Survey to support the monitoring and evaluation of the RSE provision and to identify any emerging issues for pupils
- Involve pupils in discussion about learning objectives and desired outcomes
- Include pupils as partners in the assessment process e.g. through self-assessment and peer-assessment
- Ensure the principles of inclusion and the range of pupils learning styles enabling all pupils to demonstrate their achievement

The headteacher and PSHE curriculum lead will be responsible for monitoring the provision of RSE and for reporting the outcomes via the Headteacher to the governing body. The PSHE curriculum lead is responsible for evaluating the programme of work, reporting the findings on an annual basis, and for making recommendations for changes to the programme.

This policy is reviewed every 3 years.

Governor for SRE _____

Date _____