

Oldswinford Church of England Primary School



Relationship, Sex and Health Education Policy

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Context

Oldswinford Church of England Primary School (OCEPS) is a voluntary controlled primary school within the diocese of Worcester. We are a much larger than average primary school averaging 420 pupils on roll. Children from Reception to Year 6 are taught in two classes in each year group. OCEPS is a popular school which is consistently over-subscribed.

“The pupils are polite, courteous, confident, articulate and keen to do their best. Children feel safe in school, and have great confidence in their teachers and other adults in school to help with any problems they have.” Ofsted January 2018.

Vision, Values & Ethos

We fully embrace our distinctive church school ethos and wholeheartedly promote the whole child and the fullness of life, as set out in our ethos, vision and values:

‘Believe, achieve and shine brighter together’

At Oldswinford Church of England Primary School we believe that there is a light which shines within each of us – a light that has been given to us by God, which we should use to help us achieve great things.

We believe it is our job to help that light to shine in all that we do and all that we try to do.

Believe

‘Everything is possible for one who believes’

Mark 9:23

As a Church of England school we offer all children an invitation into the Christian faith, a chance for them to develop spiritually as well as intellectually, socially and morally. We want children to believe in their own abilities, to persevere when things are tough and we encourage them to aim high and follow their dreams.

We want them to have the confidence to stand up to injustices and to make wise choices.

Achieve

‘Whatever you do, work at it with all your heart’ Colossians 3:23

We have high aspirations for all our learners and believe that every child should have the chance to reach their potential. We recognise that achievements come in many guises and we look to celebrate each child’s individual talents. We want to ensure our children are prepared for the next steps in their learning journey and they have all the skills they need to flourish and be happy.

Shine brighter together

‘Let your light shine for others, so they may see your good works’

Matthew 5:16

We believe that we all belong to one big family and each of us has a special part to play. We understand the need for our children to be responsible citizens especially when caring about our world and the people around us. As individuals we are unique and special but together, with God, we can be exceptional.

Our vision and 7 key Christian values of love, respect, trust, courage, forgiveness, generosity and joy enable us to ‘believe, achieve and shine brighter together’.

1. Aims

The aims of health, relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them a basic understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of building positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults
 - ✓ Teach pupils the correct vocabulary to describe themselves and their bodies
 - ✓ meet the diversity of pupil needs, experiences and beliefs including those with special educational needs and disabilities
- To acquire knowledge and skills to enable them to put into practice to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Oldswinford we teach RSE as set out in this policy.

As a Church of England Primary School, we use the document 'Valuing All God's Children' updated Summer 2019 to guide our practice.

Within this document, The Most Revd and Rt Hon Justin Welby Archbishop of Canterbury writes in the foreword that *'Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value. This guidance helps schools to offer the Christian message of love, joy and the celebration of our humanity without exception or exclusion.'*

3. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

- Lessons should be delivered within a safe and supported learning environment where pupils will feel confident to learn and encouraged to participate by using a range of pedagogical approaches with opportunities to develop critical thinking and relationship skills.

- Pupils should be given opportunities to reflect on values and influences (such as from peers, social media, faith and culture) developing an understanding of shared and different attitudes and views towards relationships and sex. This should be done with care and consideration of relevant legal requirements including the Equality Act (see below). For example, it would not be appropriate to debate whether arranged or interfaith marriage or same-sex relationships are 'acceptable'.
- Teaching should include developing an understanding of different relationships and discuss relevant issues preparing pupils for life in modern Britain, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- A positive view of human sexuality should be presented, with honest and medically accurate information, so that pupils can learn about their bodies, discuss issues around body image and sexual and reproductive health in ways that are appropriate to their age and maturity.
- Learning should include how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online.
- Teaching should take account of the outcomes of consultation with parents/carers, but ultimately the school will be following statutory content.
- Teaching should be based on reliable sources of information including the law and legal rights and distinguish between fact and opinion.
- All teaching should foster gender and LGBT+ (lesbian, gay, bisexual, trans) equality, challenging all forms of stereotyping, discrimination, harassment and victimisation in RSE lessons and in everyday school life, meeting the legal duty on schools as set out in the Equalities Act 2010 and the nine protected characteristics.

Many different religions include specific teaching about family and marriage for example, some may believe that marriage and sex should be reserved for male-female couples. The law in this country allows and respects the right of people to make these choices and live their lives according to these beliefs.

The law also gives people the right to make other choices. All adult citizens of this country under the law may if they wish form intimate relationships with other adults of the same or different sex, and may marry the person of their choice regardless of that person's sex and, if they wish, bring up children together.

We will come across a diversity of families and relationships in our society. We respect the rights of other people to enter into relationships which may be different, or those of the faith or community we identify with, and we should value the freedoms which this country's law allows to all individuals, including us.

4. Curriculum

We have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. If a challenging question is asked above the level of other children, the child will be invited to speak to a member of staff away from their peers.

Primary sex education is not compulsory in primary schools, however we do offer an introductory session, usually led by the school nurse, to prepare children before they move to high school.

Primary sex education will focus on:

1. Preparing boys and girls for the changes that adolescence brings
2. How a baby is conceived and born

5. Delivery of RSHE

RSHE is taught within many subject areas in Oldswinford, as well as in discrete lessons when necessary. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

3. Families and people who care for me
4. Caring friendships
5. Respectful relationships
6. Online relationships
7. Being safe

Each class will have weekly lesson which teaches RSHE using the whole school scheme of work.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, 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). The topics will be based around discussions of facts and British law.

The RSHE curriculum should meet the needs of our young people and thus, if a topic materialises that might need extra input (for example if a group need extra sessions on being respectful or safety due to the prevalence of a new app) then the curriculum will be adapted.

All staff are fully trained in safeguarding. Care will be given to SEN and LAC children who may require pre-work, adapted lessons or the signposting of sources of further advice at the end of the lesson.

Our RSHE policy plays an important part in the whole school ethos and even when questions are raised out of the RSHE lesson (for example at playtime) responses will still be inline with this RSHE policy.

6. Roles and responsibilities

6.1 The governing body

The governing body will approve the RSHE policy, and hold the headteacher to account for its implementation.

6.2 The headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from the Sex Education components of RSHE (see section 8).

6.3 Staff

Staff are responsible for:

8. Delivering RSHE in a sensitive way
9. Modelling positive attitudes to RSHE
10. Monitoring progress
11. Responding to the needs of individual pupils
12. Responding appropriately to pupils whose parents wish them to be withdrawn from the Sex Education components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

All staff at Oldswinford CE Primary deliver elements of the RSHE curriculum.

6.4 Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

7. Parents' right to withdraw

Parents **do not** have the right to withdraw their children from relationships or health education.

Parents **do** have the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE.

Parents/Carers will be sent a letter before non-statutory components of Sex Education is taught so they have the option to withdraw their child if they wish to.

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

8. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

Our school are proud to be a Stonewall trained school.

9. Monitoring arrangements

The delivery of RSHE is monitored by Miss A Higginbotham through:

Pupil and staff conversations, learning walks, work scrutiny.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Miss A Higginbotham. At every review, the policy will be approved by The Governing body.