



CHRIST THE SAVIOUR C.E. PRIMARY SCHOOL



Each of you should use whatever gift you have received to serve others, as faithful stewards of
God's grace in its various forms

1 Peter 4:10

RSE Policy

Policy to be approved by	Full Governing Body
Policy last reviewed	Spring 2023
Policy ratified and adopted by the Full Governing Body	September 2020
Policy due for review	September 2026

1. Introduction

From September 2020 all schools in England and Wales must deliver the mandatory programme of Relationships Education and Health Education. At Christ the Saviour we welcome this development, while also recognising that this is only a partial curriculum within a wider context of Personal, Social, Health and Economic Education (PSHE).

The Church of England's "Vision for Education" document clearly articulates that good education must promote "life in all its fullness" John 10:10. The focus on the education and development of the whole child is essential to this, enabling children to learn and grow to become the best that they can be. This vital task must include the essential learning outcomes identified in the mandatory curriculum.

2. Definition

We want our pupils to flourish and to gain every opportunity to live fulfilled lives. **At Christ the Saviour, RSE is about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health.** It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life.

3. School Vision

Rooted in our Christian foundation, we are an aspirational community loving and serving God. We seek to recognise and develop our unique gifts in accordance with the biblical principles of inclusiveness, tolerance and love, preparing children to be educated citizens in a global world.

At the heart of our vision is the belief that all children are made in the image of God and loved by God unconditionally. As Christian educators, we acknowledge that our role is to help each unique individual to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally, culturally and spiritually.

4. Aims

The aim of this policy is to enable the effective planning, delivery and assessment of Relationships Education.

The aims of Relationships Education at our school is to:

- Develop confidence in talking, listening and thinking about feelings and relationships;
- Teach pupils the correct vocabulary to describe themselves and their bodies;
- Be prepared for puberty and understand the basic changes that happen during puberty;
- Understand how to keep their bodies healthy and clean;
- Understand how to keep themselves and their bodies safe;
- Help pupils develop feeling of self-respect, confidence and empathy;
- Help pupils recognise healthy friendships;
- Provide a framework in which sensitive discussions can take place;
- Foster respect for the views of other people

5. Statutory requirements

Schools are required to comply with relevant requirements of the **Equality Act 2010**. Further guidance is available for schools in The Equality Act 2010 and school's advice. The DfE guidance states that schools should pay particular attention to the Public sector equality duty (PSED)

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil

partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the **SEND Code of Practice** when planning for these subjects.

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**. We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum. Our school also delivers sex education as part of Relationships Education. Parents can withdraw from sex education lessons (see section on parents right to withdraw).

The resources we use when teaching the non-statutory sex education units are available for parents/carers to view on request to the PHSE subject lead (Rose Norris)

In teaching Relationships Education, we must have regard to guidance issued by the secretary of state as outlined in section **403 of the Education Act 1996**.

At Christ the Saviour we teach Relationships Education as set out in this policy.

6. Policy development

This policy has been developed in consultation with staff, pupils and parents. The steps taken to review the policy are as follows.

1. **Review** – members of the Relationships Education working party looked through the existing Relationships Education policy as well as local and national guidance for Relationships Education. The working party then reviewed the Relationships Education policy reflecting any advice and changes at local and national level.
2. **Staff consultation** – Staff were consulted via an online staff survey. The results of this survey informed the policy development and also informed additional support needed to enhance the delivery of RSE. Staff were also consulted via a staff meeting. All staff were sent the draft policy in advance of the staff meeting and were then invited to comment on the policy and make suggestions/amendments. During the policy review, staff voice has been gathered to inform future RSE CPD to support new and existing members of staff.
3. **Parent consultation** Parents were consulted via an online parents survey. The results of this survey informed the policy development and also identified additional work that was needed with parents to raise their awareness and knowledge of RSE in Christ the Saviour school. The policy has been reviewed by a parent working party in Spring 2023.
4. **Pupil consultation** – We consulted with pupils via the 2019 Health Related Behaviour Survey. The results of this survey were then used to inform the policy and inform the delivery of RSE in our school. Through our review process, a pupil focus group of children from KS1 and KS2 was also held so that pupils could feed into the content of the policy.
5. **Governor consultation** - Governors were consulted on this policy via a governor meeting and attendance at the Relationships Education working party. All governors were sent the draft policy in advance of the meeting and were then invited to comment on the policy and make suggestions/amendments.
6. **Ratification** – once amendments were made, the policy was shared with governors and ratified.

7. Equal Opportunities

Christ the Saviour School believes that Relationships Education should meet the needs of all pupils. Our school is committed to the provision of Relationships Education to all pupils and the differing needs of boys and girls. All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of Relationships Education. Equal time and provision will be allocated for all groups but there may be occasions where children with special educational needs (SEN) are given extra support.

We recognise our duties under the Equality Act 2010 which assists schools in identifying core tasks and priorities to drive forward our delivery of equality and inclusion. This act also applies to RSE. Duties under the act are fully described in Valuing All God's Children. Valuing, respecting and honouring the diversity of humanity that has been created by God is central to our commitment to equality and inclusiveness.

Every person in the school community is a child of God: so that at the heart of Christian distinctiveness in schools is an upholding of the worth of each person- Valuing All God's Children 2017

The planning and organising of teaching strategies will be consistently reviewed e.g. through lesson observations to ensure that no pupil is disadvantaged.

8. Curriculum

Content

Relationships Education is taught within the Personal, Social, Health and Economic (PSHE) curriculum. Our school uses the Ealing PSHE scheme of work to support our delivery of the PSHE and Relationships Education curriculum. Biological aspects of Relationships Education are taught within the science curriculum, and other aspects are also included in health education. A breakdown of what is covered in Science, Health Education and Relationships Education can be found below.

The main aspects of Relationships Education are covered in the Summer Term as part of PSHE however many aspects of keeping safe, good and bad touch, healthy friendships, online safety, peer pressure, saying no, the PANTS rule, families and people who care for me are taught throughout the school year to ensure a consistent spiraling approach to keeping safe.

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

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

These aspects of building positive relationships are covered in an age appropriate way from EYFS to Year 6 (see below for more detail). 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, LGBTQ+ 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 changing adolescent body (puberty) is covered in Years 4, 5 and 6. It is covered at this age to ensure children are prepared for the emotional and physical changes that will happen during puberty. Puberty is part of the statutory Health Education curriculum (see below).

Sex education is covered in Year 6 only. These lessons will focus on preparing boys and girls for the changes that adolescence brings and the scientific process of how a baby is conceived and born. This builds on from what children learn in the Year 5 science curriculum about asexual and sexual reproduction in plants and animals.

There are planned curriculum opportunities to explore different points of view and pupils are given the skills they need to disagree well and to live with contradictory convictions.

It is our belief that: *if pupils are not offered effective relationship and sex education that allows them to have their questions answered and is informative they may find their information elsewhere (e.g inappropriate websites and forums) Valuing All God's Children 2017*

For more information about our Relationships Education curriculum, see appendix I.

Delivery

Relationships Education is usually delivered by a member of school staff, usually the child's class teacher. If an external visitor is delivering all or aspects of Relationships Education, parents will be informed.

Relationships Education is usually delivered in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. In Year 6, we ensure two adults are in the room when teachers are delivering the sex education aspect of RSE. This is in acknowledgement that staff can find this more difficult to teach and therefore senior staff, who are experienced in teaching this content, are present to support less experienced staff.

Relationships Education will be assessed as part of the wider PSHE curriculum.

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal RSE questions arising from pupils are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Lead if they are concerned.

The following are protocols teachers follow for discussion ('Ground Rules')

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only correct/agreed names for body parts will be used
- Meanings of words will be explained in a sensible and factual way
- The use of a question box may help to lessen embarrassment of asking questions
- The above ground rules will be shared with pupils in a child friendly way
- Teachers may use their discretion in responding to questions and may say (for example):
 - The appropriate person to answer that question is your parent. Children may be signposted back to parents and the teacher will contact the parent to give the parents a context to the conversations that have been had in class.
 - The question can be discussed in a smaller group
 - The topic will be covered at a later stage in their Relationships Education

Rose Norris is the member of staff who monitors the implementation of Relationships Education, this monitoring is done through book scrutiny, lesson observations, pupil conferencing sessions and staff focus groups.

Relationships Education is assessed and evaluated by using the Ealing PSHE scheme of work.

9. Roles and responsibilities

The Governing body

The governing body will approve the Relationships Education Policy and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that Relationships Education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of Relationships Education (see appendix I).

Staff

Staff are responsible for:

- Delivering Relationships Education in a sensitive way
- Modelling positive attitudes to Relationships Education
- Monitoring progress
- Responding to the needs of individual pupils

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

Pupils

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

10. Partnership with parents including right to withdraw

The school views parents as partners in the delivery of Relationships Education. Parents will be informed about the Relationships Education programme at the **start of the academic year**, as part of information provided on the curriculum maps on each year group page and at year group Information Evenings.

The school will liaise with parents through:

- RSE workshops
- School website
- Letters prior to teaching specific content or outside visitors

The school encourages parents to discuss Relationships Education with the Headteacher, PSHE lead or the child's class teacher and are invited to view materials. This policy will be available on the school website for parents.

Right to withdraw

Parents **do not** have the right to withdraw their child from statutory Relationships and Health Education lessons (see outline of Relationships and Health education in appendix I). Parents cannot withdraw their children from the statutory National Science Curriculum (see appendix I)

Parents have the **right to withdraw** their children from the non-statutory components of sex education (taught in Year 6 only) within Relationships Education (see appendix I). Requests for withdrawal from these lessons should be put in writing and addressed to the Headteacher. In the event of a child being withdrawn from a lesson, that child must stay in school and will be assigned to another class until that specific lesson is over.

If you withdraw your child from sex education lessons, the school cannot guarantee that your child will not hear about the content of lessons from other pupils e.g. on the playground, walking home from school. By withdrawing children from sex education lessons, they may seek the information from elsewhere e.g. friends, siblings, the internet. These sources of information are often incorrect and unreliable and can expose children to information which is not appropriate for their age.

11. Training

Staff are trained on the delivery of RSE 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, General Practitioners or other medical professionals to provide support and training to staff teaching RSE.

12. Monitoring arrangements

The delivery of RSE is monitored by our PSHE Lead Rose Norris through:

Pupil voice opportunities, planning scrutinies, learning walks, interviews with staff.

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

Appendix I

Nursery and Reception

Relationships Education

- To identify important people in their lives including family and friends
- To identify the qualities of a good friend (what makes a good friend and how to be a good friend)

Health education

- Recognising a range of emotions i.e. happy, sad, excited
- Explaining who to tell if you are worried or scared
- To understand the importance of keeping clean including handwashing
- To explain why exercise is good for our body and mind
- To understand the importance of keeping teeth clean

Year One

Relationships Education

- To identify places and people (including their family) who make me feel safe.
- To understand good friendships and saying no (when we do not want to do something)
- To understand what 'bad' secrets are and who we should tell
- To understand families can be different

Health education

- Recognising a range of emotions i.e. happy, sad, excited and how we express them
- To understand and explain how to keep teeth healthy
- To understand the importance of food and the difference between healthy and unhealthy foods
- To explain how to use medicine safely
- To understand how to keep my body and mind healthy
- To name the parts of the body

Year Two

Relationships Education

- To identify the qualities of a good friend and what makes a good friend

- To consider how we can express our emotions
- To consider what makes us proud and what makes us proud of others
- To name private parts of their body using correct vocabulary

Health education

- To explain how to stay safe around harmful substances
- To identify the risks associated with smoking
- To identify healthy and unhealthy foods, considering what a healthy snack is
- To name the 5 food groups and identify foods within each of the food groups
- To understand the importance of eating fruit and vegetables

Year Three

Relationships Education

- To identify what makes a healthy relationship and explain what makes a good friend
- To understand peer pressure and saying no
- To discuss personal boundaries
- To explain who is in their family, while recognising families are different

Health education

- To explain what food groups make up meals
- To understand how to keep teeth clean including tooth decay
- To explain what a drug is and to categorise drugs (medicine, chocolate, tea, coffee, cigarettes)
- To explain the effects of passive smoking and understand the effects of caffeine
- To explore the benefits of exercise and how to keep the mind and body healthy

Year Four

Relationships Education

- To understand rights in a friendship and to explain why it is important to know these rights
- To understand responsibilities in a friendship and explain why it is important to know these responsibilities
- To understand healthy friendships and saying no
- To explain how to keep your mind healthy
- To explain who is in their family, while recognising families are different
- To explore how dementia affects the whole family

Health education

- To explain how food gives us energy and why nutrients are important
- To explain the risks and dangers associated with smoking and alcohol
- To explore the benefits of exercise
- To explain how to keep my body and mind healthy and what a healthy lifestyle is
- To explain how and when to share feelings

Science

- To begin to understand the basic changes that happen during puberty
- To begin to understand menstruation (linked to PSHE)

Year Five

Relationships Education

- To understand peer pressure and saying no online
- To understand the risks and benefits of using the internet
- To understand healthy friendships and how to identify good friendships
- To understand benefits of a growth mind-set and explain how to develop a growth mind-set
- To explain who is in their family, while recognising families are different

Health education

- To explain what makes a healthy meal (including the importance of nutrients and fibre)

- To explain the importance of hydration
- To interpret and understand information on food labels
- To explore the risks associated with drug use
- To explain what peer pressure is and how to challenge it
- To explain how to keep my body and mind healthy for a healthy lifestyle
- To explain how and when to share feelings
- To understand male and female puberty changes and the importance of hygiene

Science

- To understand the physical and emotional changes that happened during puberty (linked to PSHE)
- NC: describe the changes as humans develop to old age.
- NC: describe the life process of reproduction in animals (inc humans)
- NC: describe the differences in the life cycles of a mammal (humans) and other animals.

Year Six

Relationships Education

- To explore positive friendships and explain what makes a friendship successful
- To explain who is in their family, while recognising families are different
- To understand healthy on and offline friendships
- To explore positive and negative ways of communicating in relationships

Health education

- To understand the importance of exercise
- To explain the risks associated with alcohol
- To understand the risks associated with cannabis and volatile substance abuse
- To develop critical thinking skills about information available online. This includes thinking critically about information, people who may try to talk to you and images online.
- To explain how to keep my body and mind healthy
- To explain how and when to share feelings
- To understand personal hygiene and germs including bacteria, viruses, how they're spread and treated, and the importance of handwashing

Basic first aid

- How to make a clear and efficient call to emergency services if necessary
- Concepts of basic first aid, for example dealing with common injuries, including head injuries

Sex Education

- To understand the human reproductive system
- To understand what sexual intercourse is