

*'Aspiring, Nurturing, Flourishing; together shining a light.'*

# St Mary's

**Rickmansworth C of E Primary School**



## **Relationships, Health and Sex Education (RSE) Policy**

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## **AIMS AND OBJECTIVES FOR RELATIONSHIP, HEALTH AND SEX EDUCATION (RHSE)**

Our vision commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of the broad and balanced curriculum provided at St Mary's. At St Mary's our Christian school values underpin our curriculum and are embedded across our RSHE. Furthermore, we endeavour for our children to:

- *aspire* to gain the knowledge, skills and confidence to live in modern Britain;
- *nurture* and develop caring and sensitive attitudes and opinions;
- *flourish* by making positive, healthy and safe choices.

### **RSHE will promote healthy resilient relationships set in the context of character and virtue development.**

It will reflect the vision and values of our school, have at their heart a belief that all children are loved by God, are individually unique and that the school has a mission to help each pupil to fulfil their potential in all aspects of their personhood and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as friendship, compassion, thankfulness, love, trust and forgiveness but does not seek to teach only one moral position.

Relationships Education is taught as part of our wider PSHE curriculum and in the main we use the SCARF Scheme of Work to support the delivery of PSHE. Please see Appendix 1 for the Curriculum map. Relationships Education in our primary school is integrated into each half termly topic and teaches the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and with adults. This applies to children's online and offline worlds.

## **POLICY DEVELOPMENT**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review –The PSHE lead collated all relevant information including relevant national and local guidance in consultation with Herts PSHE consultant and Vicar of St Mary's
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – The policy was made available to parents who were invited to add comments
- Pupils voice – pupils in Year 5 and 6 took a pupil survey
- Ratification – once amendments were made, the policy was shared with governors and ratified

The policy links with other relevant school policies including, anti-bullying, child protection, confidentiality, equality, safe guarding and SEND.

At St Mary's we teach RSE as set out in this policy.

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## **LEGISLATION (STATUTORY REGULATIONS AND GUIDANCE)**

Current regulations and guidance from the Department for Education under the Children and Social Work Act 2017 (Section 34) state that from September 2020, all schools must deliver Relationships Education (in primary schools). We are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. Primary Schools are also encouraged by the Department of Education to deliver Sex Education that ensures that both boys and girls are prepared for the changes 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. Health Education, which will also be made statutory from 2020, covers the key facts about puberty and the changing adolescent body.

RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community. It will not discriminate against any of the protected characteristics in the Equality Act<sup>1</sup> and will be sensitive to the faith and beliefs of those in the wider school community. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together. Teaching will take into account the age and maturity of all children to ensure that all can fully access PSHE provision delivered to them through a spiral curriculum that will be delivered age appropriately.

**“Schools should ensure that their Christian ethos statement offers an inclusive vision for education. This includes affording pupils a sense of their own dignity and a vision of the innate dignity of all humankind. Inclusivity and hospitality should be hallmarks of Church of England schools: every child should be revered and respected as a member of a community where all are known and loved by God.”** (Valuing All God’s Children, Church of England, 2019, p5)

## **DEFINITION OF RELATIONSHIPS EDUCATION AT ST MARY’S**

Our Relationships Education aims to teach the key elements of Relationships Education, set out by the DFE guidance:

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

Our PSHE Relationships and Health Education (RSHE) is designed as a spiral curriculum that helps children to develop the knowledge and understanding, life skills, attitudes and values which they will use in a range of situations now and as they grow older. By ensuring that children receive this spiral curriculum, where the same key themes are taught each year, they can apply their learning to age-relevant scenarios, helping them to make healthy decisions and keep themselves and others safe.

At St Mary’s we teach the facts of human conception (sex) in our **Year 5 and 6 Science Curriculum**. Children are taught about the life cycle of animals, including human reproduction. We see this as ‘sex education’ They also learn about the changes that happen in humans from birth to old age. This includes what happens in puberty to both sexes *(As this forms part of the science curriculum there is no parental right to withdraw)*. This biological Science education is then complemented by our relationships and health education. In Health education pupils also learn about any related law and how this contributes to their safeguarding education.

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<sup>1</sup> The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

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## **SUBJECT CONTENT**

At St Mary's we mainly use the SCARF RSE scheme of work. SCARF is mapped to the new [DfE guidance for Relationships Education and Health Education](#), [The PSHE Association's Programmes of Study Learning Opportunities](#), the [National Curriculum](#), [Curriculum for Excellence](#) and Ofsted's requirements.

Our curriculum provides a comprehensive spiral curriculum for PSHE education, including mental health and wellbeing. The syllabus, across all age groups, ensures progression in knowledge, attitudes and values, and skills – including the key skills of social and emotional learning, known to improve outcomes for children. Lessons are always in line with our school ethos and values, and the Church of England guidance. It provides the foundations and building blocks – beginning in the early years, and progressing in a sequential, age-appropriate way – to develop these essential skills. The lesson plan content encourages teachers to adopt teaching and learning approaches which develop and promote critical thinking, curiosity and enquiry. Parents are asked to support the teaching at home. See Appendix 2 for End of Year key learning statements.

The Growing and Changing half termly unit of work is taught in Summer 2. However, RSE is embedded through the whole PSHE curriculum (See Appendix 1 for half termly mapping with DfE RSE requirements). RSE is also taught within Science, PE, Computing and RE. Children are taught by their class teacher once a week. Children will usually be taught this unit as a whole class to ensure all children have the skills and knowledge of Growing and Changing. Where necessary, responding to pupil or parent voice there may be occasional additional lessons that are in single sex groups to ensure they have every opportunity to ask questions with confidence.

Our Curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

Primary relationships and health education is statutory and cannot be withdrawn from.

Primary sex education is not compulsory however the DfE continue to recommend that primary schools have a sex education curriculum that reflects the physical and maturity of their pupils. At St Mary's we choose to cover additional content on sex education (in addition to the relationships education and science curriculum) to meet the needs of our pupils.

Primary sex education at St Mary's will focus on:

- How a baby is conceived and born (Making babies lesson Year 6)

Effective teaching and learning in this subject is very similar to that in any other subject: it requires good teaching and universal learning pedagogy; however, we recognise Relationships Education requires teachers to be aware of effective safeguarding practices, including:

- Creating a safe environment
- Using distancing teaching techniques by using scenarios, and
- Setting and agreeing appropriate ground rules (contract/agreement)

Outside agencies and health specialists may offer additional aspects of RSE to complement, not replace, the current curriculum. Any external visitor will be clear about their role and responsibilities whilst they are in school delivering a session. Health professionals are required to follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would.

The knowledge and beliefs that young people bring to the classroom are the starting point for Relationships Education at St Mary's. Varied and interactive teaching methods are used to give young people opportunities to express their own ideas, share and learn about the views of their peers and to reflect on discussions.

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Examples include activities in pairs and groups, games, graffiti sheets, question boxes, storyboards, class discussions, role play, diamond nine activities (where children prioritise a set of statements according to their perceived importance, helping to clarify values and attitudes) and the use of puppets or other visual aids.

## **INCLUSION AND DIFFERENTIATED LEARNING**

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying), use of prejudice-based language and how to respond and ask for help. Please see our SEND and equality policies for more details.

## **MONITORING AND EVALUATION OF RSE**

Monitoring of RSE is carried out by the PSHE Co-ordinator through learning walks, evidence in books, staff questionnaires, pupil discussions and questionnaires. PSHE education is reported to parents in end of year reports, and RSE is included.

Teachers track achievement using the 'I can' statements that summarise learning against the unit's key learning outcomes, for each year group.

## **PARENT PARTNERSHIP AND RIGHT TO WITHDRAW**

The school is well aware that the primary role in children's relationships, sex and health education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- Give opportunities for parents to view and discuss the resources we use;
- Answer any questions that parents may have about the sex education of their child;
- Take seriously any feedback that parents raise with teachers or governors about this policy or the arrangements for RSE in the school;
- Encourage parents to be involved in reviewing the school policy, asking questions and giving feedback.<sup>2</sup>
- Inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages relating to all aspects of RSHE.

Parents have the right to withdraw their child from all or part of the **sex education** within RSE but not from the sex elements of the science national curriculum. At St Mary's parents can withdraw their children from the Making babies lesson in Year 6. All Relationships and Health Education (puberty) is now statutory and cannot be withdrawn from. If a parent has any concerns, they should discuss this with the Head teacher or Mrs Crilly (subject leader). The school will ensure parents have access to Science curriculum and RSE resources to aid their understanding of our curriculum and discuss the benefits of receiving this important education. Parents will be invited to attend a parent information session where the Making babies video can

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<sup>2</sup> Consultation does not provide a parental veto on curriculum content. DFE Relationships education, relationships and sex education (RSE) and health education: FAQs

<https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

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be viewed. This will usually occur in the Summer 1 term. We believe that the secure environment of the classroom is the safest place for this curriculum to be followed.

## **SAFEGUARDING AND CONFIDENTIALITY**

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a safeguarding issue. The staff member will inform the Head Teacher /Designated Senior Person for Child Protection person in line with the LA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist. **The child concerned will be informed that confidentiality is being breached and the reasons why. The child will be supported by the teacher throughout the process.**

Children need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of safeguarding issues. Teachers will need to be aware of the needs of their pupils and not let fears and worries go unnoticed. Where a teacher suspects that a child is a victim of or at risk of abuse, they are required to follow the schools' safe guarding procedures. RSE can cover controversial or sensitive issues and these will be approached sensitively in age appropriate ways and underpinned by the relevant laws.

We believe that children are best educated, protected from harm or exploitation by discussing issues openly within the context of the RSE programme. The use of ground rules, negotiated between pupils and teachers will help to create a supportive climate for discussion. Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time e.g. where a child's questions hint at abuse or goes above and beyond the curriculum is of a personal nature. In these circumstances staff would follow the schools safeguarding procedures, explain this will be covered in a later year group or refer children to parents for further information.

## **OTHER ROLES AND RESPONSIBILITIES REGARDING RSE**

### **Governors**

- Draw up the RSE policy, in consultation with parents and teachers
- Ensure the policy is available to parents
- Ensure that the policy is in accordance with other school policies e.g. SEND
- Ensure that parents know of their right to withdraw their children
- Establish a link governor to share in the monitoring and evaluation of the programme, including resources used
- Ensure that the policy provides proper and adequate coverage of the National Curriculum science topics and the setting of RSE within PSHE.

### **Headteacher**

The Headteacher takes overall responsibility for the implementation of this policy and for liaison with the Governing Board, parents, Local Authority and Diocese.

### **PSHE/RSE Co-ordinator**

The co-ordinator with the Headteacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training. They will be supported by the Designated Safeguarding Lead.

### **All Staff**

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RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral, and spiritual wellbeing of their pupils. All staff have been involved in the development of this policy and all staff should be aware of the policy and how it relates to them.

## **RELATIONSHIP TO OTHER POLICIES AND OTHER CURRICULUM SUBJECTS**

RSE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour Policy
- Child Protection Policy
- Computing Policy and E Safety Policy
- Equality information and objectives Policy
- Health and Safety Policy
- RE Policy
- Safeguarding Policy
- SMSC Policy
- SEND Policy

## **IMPLEMENTATION AND REVIEW OF POLICY**

Implementation of the policy will take place after consultation with the Governors in the Autumn term of 2020. The policy will be reviewed every two years by the Headteacher, RSE coordinator, Governing Board and staff.

## **DISSEMINATION**

The draft policy will be given to all members of the Governing Board, and all staff. Copies will be available to all parents through the school website.

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**Appendix 1**

Relationships Education Curriculum Map

SCARF units	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Me and My Relationships</b>  (DfE category: Families and people who care for me, Respectful relationships, Caring friendships)	Thinking about feelings  Our feelings  Feelings and bodies Our special people balloons Good friends	How are you feeling today?  Being a good friend  Let's all be happy	My special pet  Looking after our special people Friends are special	Ok or not ok (1) Ok or not ok (2) When feelings change  Under pressure	How good a friend are you?  Relationship cake recipe	Solve the friendship problem Assertiveness Don't force me Acting appropriately
<b>Valuing Difference</b>  (DfE category: Respectful relationships)	Same or different? Who are our special people?	What makes us who we are? How do we make others feel? My special people	Family and friends Let's celebrate our differences Zeb	Islands Friend or Acquaintance That is such a stereotype	Qualities of friendship Happy being me Is it true?	Ok to be different We have more in common than not Advertising friendships! Boys will be boys? -challenging stereotypes
<b>Keeping Myself Safe</b>  (DfE category: Being safe, Respectful relationships, Online relationships)	Who can help? (1)  Harold loses Geoffrey  Good or bad touches	How safe would you feel?  What should Harold say?  I don't like that! Fun or not? Should I tell? Some secrets should never be kept	None of your business!  Raisin Challenge (1)	Keeping ourselves safe Raisin Challenge (2)	Decision dilemmas Would you...?	Traffic lights To share or not share? Joe's story (part 2)
<b>Rights and responsibilities</b> (DfE category: Being safe)		Feeling safe		Who helps us keep healthy and safe?		<i>Fakebook</i> Friends
<b>Being my best</b> (DfE category: Being safe)			I am fantastic!	What makes me ME!	Independence and Responsibility Star qualities	What's the risk (2)
<b>Growing and changing</b> (DfE categories: Respectful relationships, Online relationships, Being safe)	Taking care of a baby Then and now Surprises and secrets Keeping privates private	Haven't you grown! My body, your body Respecting privacy	Relationship Tree Body Space Secret or surprise? My changing body	My feelings are all over the place! All change! Period positive Secret or surprise Together	How are they feeling? Taking notice of our feelings Growing up and changing bodies Changing bodies and feelings Help I'm a teenager, get me out of here! Stop, start stereotypes	I look great! Media Manipulation Is this normal? Making babies What is HIV?

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## **Appendix 2**

'I can' statements for Year 1-6: links on school website.

## **Appendix 3**

Valuing all God's Children;

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

Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying