

RAINFORD CHURCH OF ENGLAND PRIMARY SCHOOL



Relationships and Sex Education Policy 2022-2023

Approved by Board of Directors: July 2022

Reviewed: Annually

Presented to CDCS Committee: Autumn 2022

Rainford C.E. Mission Statement

'Learning and growing together to achieve our best in the love of God'

School Aims

In order to prepare today's children for tomorrow's challenges, Rainford CE Primary Schools aims to achieve the following:

- Every child will be encouraged to understand the meaning and significance of faith, experience God's love and develop the spirituality to enable them to live out our Christian values of love, joy, peace, friendship, forgiveness, perseverance and justice
- Every child will achieve their full potential through being a highly motivated, resilient and independent learner who embraces new experiences, has confidence to tackle challenges and go on to develop a lifelong love of learning.
- Every child will value themselves as a unique individual with special qualities and strengths developing self-discipline and honesty; taking responsibility for their own actions and appreciating their ability to make a positive difference in the world.
- Every child will appreciate and respect others, celebrate differences between individuals and groups and respect and care for God's creation and the environment.
- Every child will be encouraged to make healthy choices and appreciate the benefits of a healthy lifestyle.

In order to do this, we will constantly reflect the Christian ethos of our school in our relationships with our children, their families, our staff, the church and the wider community.

Reviewed by CEO July 2022 (no changes other than rebranding)

Relationships and Sex Education Policy

Jesus said 'Let the children come to me.' (Mt 19).

We believe that we are fulfilling this command when we enable children of all faiths and none to flourish in our schools and to gain every opportunity to live fulfilled lives.

In order for this to happen, the Liverpool Diocesan Schools Trust (LDST) works with schools and families to ensure children learn about (and have modelled for them) good, healthy relationships, so that they can secure, develop and sustain such relationships and recognise when and how relationships go wrong. Relationships and Sex Education and RSE must give pupils the understanding, vocabulary and strategies they require to keep themselves safe and to thrive within good, stable long-term relationships of all kinds. This is in keeping with advice and guidance contained in the *Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies* (DfE 2019), which states: *"The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults."*

"The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools." Our Trust's vision embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people, and through an agreed approach to RSE, we believe that we can promote the development of the whole child so that children can grow in *wisdom and stature*, understanding both the emotional, social and physical aspects of growing spiritual, as well as moral aspects of relationships within a context of a Christian vision for the purpose of life.

LDST believes Teachers, Parents, Carers, Pupils and all members of each school's community have an important contribution in preparing children for a healthy and fulfilled life where positive relationships enable them to flourish, and to do this, we aim to work with parents and carers in a spirit of hope and compassion. This Policy sets out how we will achieve this together.

The purpose of this Relationships and Sex Education (RSE) policy is to set out the ways in which the school's provision supports pupils through their spiritual, moral, social, emotional and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

The following are extracts taken directly from *'Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies'* (DfE 2019)

What are we aiming to do?

Rainford C. of E. Primary School aims to provide a programme that follows the statutory need to include RSE in their curriculum from September 2020 and within the ethos of our Christian school.

Rainford C. of E. Primary School aims:

- to adopt a whole school approach to RSE in the curriculum, which fulfils the entitlement of every child to learning in this area.
- to teach, in a way that is sensitive to the cultural backgrounds of all pupils, about healthy and respectful relationships, what respectful behaviour looks like, love and care and the responsibilities of parenthood, as well as about sex and sexuality.
- to equip our pupils with knowledge, understanding and skills to enable them to make choices leading to a healthy lifestyle.
- to ensure that all children
 - ✓ develop confidence in talking, listening and thinking about feelings and relationships.
 - ✓ develop their self-esteem, body confidence and sense of responsibility.
 - ✓ are able to name parts of the body and describe how their body works.
 - ✓ are prepared for puberty.
 - ✓ can protect themselves and ask for help and support.
 - ✓ To develop a curriculum that addresses cultures of sexual harassment and teaches that sexual violence and sexual harassment is always wrong;
 - ✓ Understand the importance of equality and the damage that stereotyping and prejudiced behaviour can do

How do we achieve these aims?

RSE is integrated within the wider themes of the Personal, Social, Health, Citizenship & Economic Education and (PSHCEE) curriculum, and will be delivered through discrete PSHCE lessons. This allows the natural linking of RSE with other work on emotions and relationships that the children are undertaking, as well as with issues such as peer pressure, sexual harassment and abuse, and other risk-taking behaviour such as drugs, smoking and alcohol. However, there are also links between RSE and Science, amongst other subjects, so aspects of the RSE curriculum may be touched upon in other lessons.

Our RSE will ensure that content is relevant to the age, experience and maturity of pupils.

Our school values: love, joy, peace, friendship, forgiveness, justice and perseverance are the heart of what we do.

RSE is delivered by class teachers or higher level teaching assistants although support from outside agencies, such as the school nurse, may be used in Upper Key Stage 2. We

ensure that the contribution of any outside professionals is integrated into the school's overall programme, and their messages are consistent with the school's Christian vision.



As with all curricular areas we encourage children to take an active role in their learning during RSE sessions, and use a variety of approaches including whole class and small group discussions and role play. We try to ensure an honest and balanced approach in the handling of any controversial issues.

We have established systems for children to confidently report abuse, knowing their concerns will be treated seriously.

Parental Involvement

We recognise that there is a strong link between school and home in the issues covered in RSE, as parents are key figures in helping their children to cope with both the physical and emotional aspects of making friends, sustaining friendship groups and growing up. Therefore before any sex education lessons all parents receive a letter, informing them of the intended coverage of the sessions. Parents are encouraged to contact the class teacher if there are any issues they wish to discuss prior to the sessions.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Any requests must be made in writing to the headteacher. Following a discussion, we will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16.

Confidentiality

We appreciate that the content of RSE lessons may prompt children to share concerns or problems they are facing. Children are reassured that they can share issues with members of staff without fear of being judged or reprimanded. However, it is the duty of staff to explain the meaning of confidentiality to children and to avoid making unconditional promises. If safeguarding issues arise from a disclosure from a child, the member of staff will follow the school's procedure for handling safeguarding issues.

The subject leader will keep up to date with RSE information and organise training for staff when appropriate. They will also manage resources and organise outside support.

Appendix 1

Monitoring Audit for Governors

This checklist is to support the school's process of self evaluation and should be completed in partnership with governors and those responsible for RSE in the school.

| Criteria | Fully | Partly | Not Evidenced |
|--|-------|--------|---------------|
| The school has an up-to-date RSE policy in place. This covers the content and organisation of RSE and how it will be taught and reviewed to ensure the needs of the children and young people are being met. | | | |
| The policy has been ratified by the full governing body. | | | |
| The policy is in line with National and local Diocesan guidance, consistent with the mission and ethos of the school. | | | |
| The policy has been developed and is reviewed regularly in consultation with the whole school community, including staff, governors, parents/carers, pupils and outside agencies. | | | |
| Findings from any review and monitoring processes are written into the school's development plan. | | | |
| There is a statement included in the school's prospectus regarding the school's approach to RSE. | | | |
| Details of the RSE curriculum are published on the school's web site. | | | |
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|---|--|--|--|
| There is a designated senior member of staff responsible for RSE in the school. | | | |
| There is a designated governor to monitor RSE. | | | |
| Governors are aware of how RSE is taught across the school and have had opportunity to view and ask questions of the resources used. | | | |
| The school has in place a range of resources to meet the age appropriate needs of all pupils. | | | |
| Clear schemes of work, demonstrating appropriate progression, identifying the elements of RSE across the curriculum, are in place. These show how the requirements of RSE and PSHE and the National Curriculum are covered. | | | |
| Parents / carers are regularly made aware of how RSE is taught throughout the school. | | | |
| Parents / carers are provided with opportunities to view resources to be used when appropriate and informed of their right to withdraw their child from RSE lessons. | | | |
| The school has in place a plan to support parents who have withdrawn their child to fulfil their responsibility to deliver RSE at home. | | | |
| The policy has been disseminated among staff (including support staff) parents / carers and included in induction arrangements for new staff and prospective parents / carers. | | | |
| Staff training needs are met in a programme of CPD to help them understand and meet their responsibilities in delivering RSE. | | | |
| | | | |

The policy and programmes take into account issues related to equal opportunities.

The policy and programmes takes into account the Church of England Education Office guidance document: Valuing All God's Children 2019.

There is a confidentiality clause in the RSE policy, developed in consultation with representatives across the school community. The policy supports RSE by setting out clear boundaries for pupils and parents about the sharing of information and how to make the learning environment safe.

Next Steps:

Completed by:
Date:

Appendix 2



Dear Parents / Carers

Throughout the year, your child has been taking part in statutory Relationships Education lessons. This term, we will be introducing aspects of Sex Education to these lessons. This will take the form of a series of **x** lessons that will be delivered in an age appropriate manner and will build upon the knowledge gained in their National Curriculum Science lessons. These sessions will be delivered by....(insert either teacher or outside agency, within the presence of the teacher.)

Church of England schools have the right to teach this according to the tenets of their faith, whilst still being consistent with the requirements of the Equality Act. They have flexibility of **how** to teach this that allows delivery within the integrity of the Christian ethos and in such a way that the school community, especially the children, experience "life in all its fullness."

We would like to invite you to view the materials and resources that will be used to teach your child's class. This will be an opportunity to raise any questions you may have with the teacher. This will take place on....(insert date, time & location)

Following this, if you feel that you would like to exercise your right to withdraw your child from these non-statutory sessions and take a more active role in being the primary educator for this information at home, you will need to request this of the school in writing. If you would like support from the school to enable you to do this, please contact....

Should you decide to withdraw your child, the school will make appropriate arrangements for alternative lessons within a different class.

Yours sincerely

Appendix 3



Thank you for agreeing to come and support our school in the delivery of Sex Education.

By reading and signing this statement, you are confirming that you have read the RSE policy of the school and agree to abide by the Christian ethos that underpins this policy.

Any safeguarding or confidential issues that may arise during these sessions, you agree to follow the schools procedure for safeguarding, as read on entering the school and will respect the confidential nature of the issue outside of the school boundaries.

I agree to the above statement.

Signed:

Appendix 4



Resources

Let's Work Together – Lucy Emmerson

Jessica Kingsley Publishers ~ £12.99

A practical guide to schools and parents working together in this area

Messy Church – Real Me – Bishop Rachel Treweek

The Bible Reading Fellowship 2017

The Underwear Rule

www.nspcc.org.uk

Early Years Foundation Stage

Getting Started – Early Years

Stonewall 2017

education@stonewall.org.uk

www.stonewall.org.uk/get-involved/education

Key Stage One

Love and Sex Matters KS1

The Salisbury Diocesan Board of Education

www.salisbury.anglican.org

The Christopher Winter Project

www.tcwp.co.uk

Growing up with Yasmin & Tom

<https://www.fpa.org.uk/schools-and-teachers/online-sre-and-pshe-primary-schools>

Interactive RSE resource for Primary schools

Key Stage Two

Love and Sex Matters KS2

The Salisbury Diocesan Board of Education

www.salisbury.anglican.org

The Christopher Winter Project

www.tcwp.co.uk

Body and Soul (9-11's) ~ UKS2

RE Today Services

www.retoday.org.uk / admin@retoday.org.uk

1020 Bristol Road

Selly Oak

Birmingham

B29 6LB

Liedentity – Gloucester Diocese ~ UKS2 / KS3

<https://www.gloucester.anglican.org/parish-resources/communications/liedentity/>

CEOP – National Crime Agency Command

www.thinkuknow.co.uk

Internet safety resource, inclusive of materials on Social Media Photos & Selfies

